DOCUMENT RESUME

ED 157 043 CS 004 256

AUTHOR Lerner, Brenda; And Others
TITLE Tooters in Reading.
PUB DATE 75
NOTE 99p.; Project was sponsored by the Junior League and Junior Women's Club of Champaign-Urbana; Title spelling is by author

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Elementary Education; High Interest Low Vocabulary Books; *Individualized Reading; Language Experience Approach; Phonics; Prereading Experience; Reading Comprehension; Reading Games; *Reading Instruction; *Reading Readiness; Sight Vocabulary; *Structural Analysis; *Teaching Techniques; *Tutorial Programs; Tutors; Vocabulary Development; Word Study Skills

ABSTRACT

Designed to assist reading tutors in the Champaign, Illinois, Unit 4 schools, this illustrated guide offers the following: practical suggestions for relating to children and specific teaching techniques for tutoring reading, an explanation of reading readiness and a series of readiness activities; a chapter on word attack skills that considers phonics, sight words, structural analysis, and the language experience approach; a discussion of reading comprehension; and a section on how to determine instructional objectives and plan lessons. A series of outlined reading activities, an illustrated game packet, four mini-evaluation forms, a glossary of reading terms, and a bibliography of high interest low vocabulary materials are also included. (MAI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157043

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TOOTERS IN READING

Brenda Lerner
Margaret Morgan
Dodie Phipps
Genie Towery
Yvonne Cataneo
Chris Dunn
Nancy Hill

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Brenda Lerner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS004256

INTRODUCTION

Thank you for joining with us and with the Champaign Unit 4 Schools in a coordinated effort to help children read better. We know that children are the future of our world, and that children have to read to succeed both in school and in the outside world.

This handbook is to help you; and we hope that when the course is over, you will refer to it for activities and to refresh your memory of the topics covered in class. Never feel hesitant about asking for help . . . the school staff will welcome you as a new member of the team, and your trainers will offer suggestions at the turn of a telephone dial.

You are taking the first step on the road to becoming a special friend to a child who needs you. Remember, a child will do better work if he likes himself, and it helps if he has a friend. You might consider yourself, "a friend in read."

Brenda J. Lerner
Chairman, Tutor Trainers
Local Right to Read Director

This tutor training manual was written and compiled by the following Junior League Trainers:

Yvonne Cataneo
Chris Dunn
Nancy Hill
Brenda Lerner
Margaret Morgan
Dodie Phipps
Genie Towery

Artwork by: Genie Towery

Consultants to the Program:

Karl Koenke, Professor of Education
University of Illinois, Urbana, Ill.

Kay Andert, Unit 4 Staff

Joanne Kelley, School Librarian

This program was initiated under the co-sponsorship of:

Junior League of Champaign-Urbana

and

Junior Women's Club

Special thanks to:

Illinois Office of Education
Right to Read in Illinois
Sue Steinhour, Director

. . . for invaluable training, consultation, and educational resources:

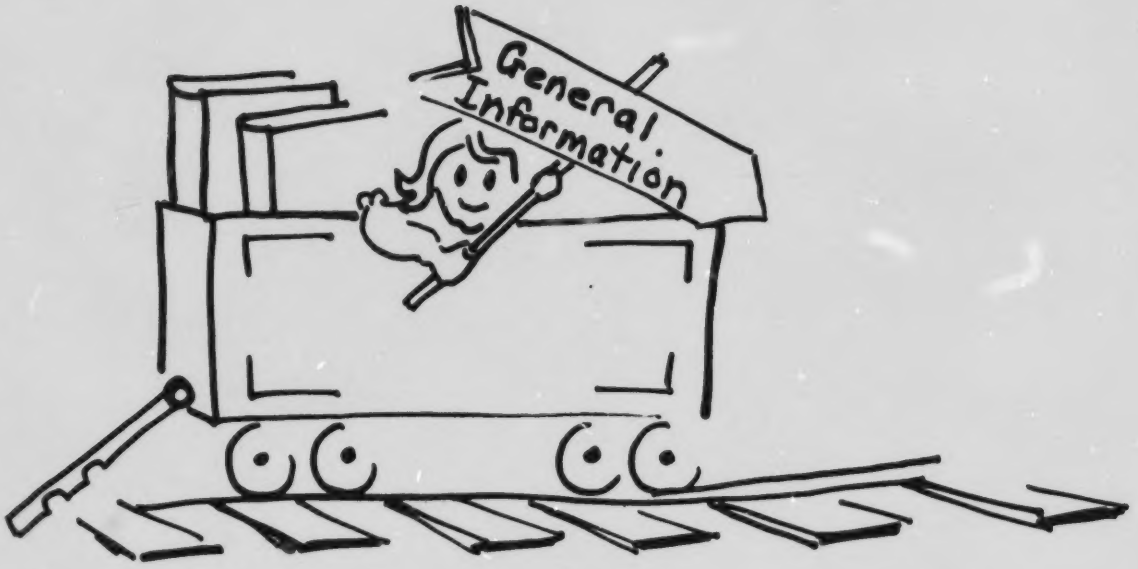
and

Champaign Community School District
Marshall Berner, Superintendent
Marge Stillwell, Liason

. . . for cooperation and support.

TABLE OF CONTENTS

	Page
I. General Information	
General Tutoring Tips	2
Tutoring Tips - Reading	3
Reading Texts Used in Unit 4 Schools	5
II. Reading Readiness	
Principles of Reading Readiness (Pre-Reading)	8
Readiness Activities	12
III. Word Attack Skills	
Rules of Phonics	16
Phonetic Principles	28
Key to the Symbols	30
Sight Words	31
Dolch Basic Sight Vocabulary (220 words, 95 nouns)	34
Structural Analysis	36
Language Experience Approach	38
IV. Comprehension	
Comprehension	48
V. Fun 'N Games	
Setting Instructional Objectives	51
Sample Lesson Plan	54
Activities	55
Game Packet	75
VI. Information Please	
Mini-Evaluation Forms	81
Glossary of Reading Terms	82
Bibliography of High-Interest, Low-Vocabulary Materials	85
References	90



Providing the child with individualized attention is probably the single most important ingredient of any tutoring program. If an adult can establish a warm and friendly relationship with a child who is having difficulty in reading, he can do much to make the child believe in himself. The tutor provides the child with an adult to talk to, a friend who is interested in the school. The following suggestions might prove helpful in building such a friendship.

TUTORING TIPS--GENERAL

1. Meet the student in a relaxed, friendly manner.

2. Learn his name and pronounce it correctly.

3. Let the student know you are truly interested in him by asking about him - his interests, friends and problems.

4. Keep your schedule. If you cannot meet with the student at the regular time, be sure to let him know.

5. Give the student your full attention. Listen to what he has to say.

6. See the student's teacher regularly to get instructions on the lessons to be taught.

7. Let the student know you are human, too. Don't be afraid to make mistakes.

8. Learn school rules and follow them.

9. Set an example for the student by being courteous and respectful.

10. Be prepared; have all materials ready. The student will think if you're not prepared, you're not interested.

11. Keep the lesson moving. When you notice the student losing interest, change activities.

12. Build the student's self-confidence. Let him know you expect him to do well.

13. Ask for help when you meet a problem you are not sure you can handle.

14. Be patient. Progress may seem slow. After a few months, you'll notice some gain.

TUTORING TIPS--READING

1. Begin at a level where the student can succeed. Move to more difficult tasks in gradual steps.

2. Give rewards for success. Praise is usually enough but once in a while something special can be given.

3. Build the lesson around the student's interests.

4. Remember that reading means understanding (comprehension).

5. If the student doesn't know the answer, make sure he has time to think, but give the answer before he feels uncomfortable.

6. Help the student to learn new words and to use them in his speaking and writing. Sometimes you can ask the student to carry no more than five or ten 3 X 5 cards in his pocket to practice reading while waiting - with his mother, for a bus, for an appointment, for any reason. Each card should have one new word printed on one side, and the definition of the word printed on the other side. When the student begins to find himself using the words in conversation and writing, he can throw away the 3 X 5 card and get a new word in its place.

7. Help the student find books that interest him and that he can read by himself.

8. Read stories to him about subjects that interest him.

9. Keep a record or chart so that the student can see his own progress.

10. Have the student dictate a story to you from his own experience and use that for reading instruction.

11. Show him that reading is fun, for enjoying reading is as important as knowing how to read.

12. Try to make your own tutoring materials; these are often the best, and they also show your interest.

13. Try games; they have a particular appeal to learners.

14. The student needs to learn to be a careful listener. Be sure to have "listening" skills in the program.

15. Whenever possible, plan for the child to move around during the reading lesson. "Acting out" stories helps children to understand.

16. Seeing words, tracing them with the index finger of the hand he writes with, saying words out loud, hearing words said - all these things help a child learn to read.

17. Use a variety of materials to teach reading - books, magazines, newspapers, signs, labels, catalogues, comics, etc.

18. A child builds his understanding of printed words by doing things, going places, seeing and hearing things, touching and tasting, moving about through space, interacting with other people (adults and children) and reading their responses of joy, sadness, anger, fear, etc.

19. It is true that the tutor's interest and enthusiasm may be the single most important part of success in learning.

READING TEXTS USED IN UNIT 4 SCHOOLS

Basal Readers are a specific set of books designed to provide a program of reading instruction in such skills as word recognition, vocabulary and comprehension. A set may consist of 6 to 16 basal readers, accompanying workbooks or practice books, teacher's manuals, readiness materials, tests and other aids.

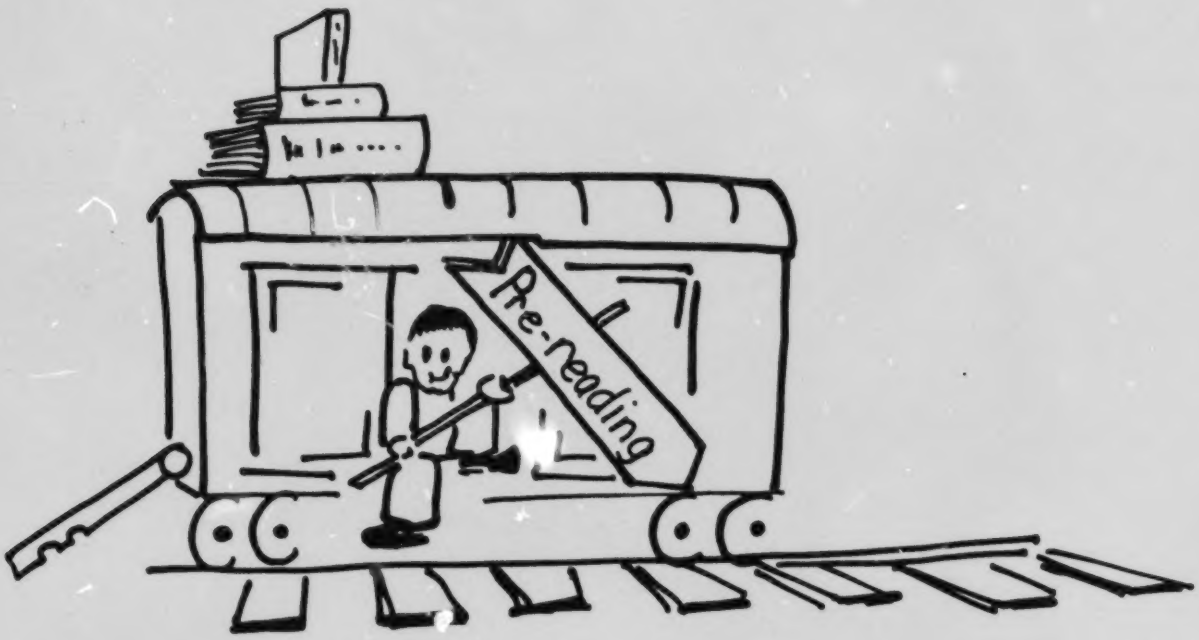
Following is a short description of the basal readers currently being used in Champaign Community Schools.

Economy Company - Keys to Reading - This series consists of 10 levels: Level 1 - readiness; Levels 2 to 4 - preprimers; Level 5 - primer; Level 6 - first reader; Levels 7 to 8 - second readers; Levels 9 to 10 - third readers. The approach is phonetic and highly auditory. Vocabulary introduced is related to the sounds stressed in each lesson. Very little emphasis is on sight. Comprehension skills are not emphasized in the beginning levels. Critical thinking is developed through discussions. Content has a wide variety of real life and fictional stories. They stress ethnic differences.

The Macmillan reading program consists of 14 levels ranging from readiness to sixth readers. Its emphasis is on language development with a combined visual and auditory approach. Vocabulary is highly controlled. Comprehension is stressed throughout the series. The content is sensitive to ethnic differences. There is wide use of urban, rural and minority settings.

Scott-Foresman reading system approach is linguistic with a strong emphasis on language arts. Phonics is secondary. Vocabulary is controlled but not repetitious. Skills are introduced and practiced through class discussions, reading aloud, workbooks and listening to literature. There is a collection of books to be read to the children of each level. Non-fictional materials are used frequently. There are fewer real life situations and more fictional settings in the books.

American reading system focuses on the linguistic approach. It is designed for the more mature reader. No rigid vocabulary. New words are introduced by basing them on familiar patterns already introduced. Fictional and non-fictional literature is used. Comprehension is stressed throughout the books. Stories are relevant to the children's experiences and situations. The American reading system is used in the 4th through 6th grades.



Reading is a very difficult thing to do and takes the entire child . . . eyes, ears, coordination, feeling, and smelling. There is no chronological age at which everyone is ready to learn to read, nor is there a special degree of intelligence required. What is required is an ability to recognize subtle differences and similarities between shapes and between sounds, so that the child can recognize differences between letter shapes and letter sounds. This is what is meant by visual and auditory discrimination.

If the child has missed being read to, before starting school, he may have missed these and other readiness skills. Consider reading to the child, as well as more direct work on the readiness skills outlined in the following section.

PRE-READING

Learning to read is difficult. It isn't just one period in a child's day in the classroom; it means that he must develop attitudes and skills in thinking, speaking, as well as reading and writing. So, when a child comes to school for the first time, the question is "Is he ready to read?" Children come to school with varied backgrounds just as we adults all have varied backgrounds. Some children get pre-reading before they enter school from parents, brothers and sisters, T. V. observation; some have to develop these reading-readiness skills after they enter. Another basic and important point to keep in mind is that reading-readiness is a continuous process. It doesn't stop once a child learns to read. Before any teacher at any grade level begins to teach a skill, she gets the child ready - through an experience, new vocabulary, or creative activity.

Since pre-reading deals with children who basically cannot read, visual aids are often used. You might think of different ways you can use these. Learn to take a basic idea and change it to suit your own purpose. Become aware of things around you every day that would make learning interesting for children. Things possibly that your children have used: pictures, games, free items given out at stores or restaurants. So many times one simple idea can be used for a kindergarten child, changed for a third grader, and made more difficult for a sixth grader.

Reading-Readiness has been divided into two main areas: I. Factors in Influencing Reading-Readiness, and II. Reading Skills to be Mastered.

The first section talks about the child - what he brings to school. You must be aware of his physical, mental and social functioning and his background experience. Learn to work with the teacher to expand any of these areas in which the child is lacking.

A. Physical Functioning

1. Vision, hearing, and speech
2. Good general health and energy
3. Motor-coordination

B. Mental Functioning

1. Shows ability to learn
2. Follows directions, observes, remembers and reasons
3. Adequate attention paid to a specific task

C. Social and Personal Functioning

1. Emotional stability
2. Self-reliance
3. Participates and cooperates in group

D. Background of Experience and Information

1. Opportunity to go places, see things and talk about them
2. Personal expression
3. Contact with books

The second section is about reading skills to be developed. To be able to master the difficult skill of reading, the child must be able to comprehend, decode, acquire good work habits, learn to read in different areas, and have a desire to learn.

A. Comprehension: To Bring Meaning to Symbols - Not Just Name Calling

1. Telling and listening to stories, sequence of events (ordering), carrying out directions, simple riddles, tell main ideas, draw picture stories, put in order - describe what he's done to others, they listen, and be able to use the memory chart

2. Discussion, practice simple sentences, broaden spoken vocabulary, and proper pronunciation

3. Develop habits of attention, practice listening, and sustain attention

B. Decoding and Word Recognition

1. Visual discrimination, letters of alphabet, whole words, colors and shapes

2. Auditory discrimination, letter sounds and rhyming

C. Study Skills and Work Habits (Child should learn to complete tasks while working individually or in a group)

1. Directions

a. Child follows directions given to him alone or in a group

b. Retains directions over period of time

2. Handling books

a. Knows books are to read

b. Doesn't tear or write in books

c. Holds book correctly

d. Knows beginning, end and title

e. Turns pages correctly

f. Reads line of print left to right

g. Observes relationship between picture and print

D. Reading in Content Areas (Learn that you read different material in different ways and speeds, for different reasons.)

1. Stories - for enjoyment and information

    a. Learn to listen for main idea

    b. Relate to self

2. Poetry

    a. Meter

    b. Rhyme

    c. Figures of speech

3. Study and reference

    a. Find information

E. Motivation (A desire to read) (A child that won't read is just as bad off as one who can't read - arouse his curiosity - you never can tell what will motivate a child to read - could be school menu.)

1. Willingness to begin reading

    a. Comes readily to group

    b. Listens to stories with or without pictures

    c. Variety of lengths

    d. Uses book to retell story

2. Attempts to read

    a. Responds to pictures (familiar or unfamiliar)

    b. Able to "read" tell story

    c. Learns letters (upper and lower case) and sound names

    d. Learns whole words

    e. Asks for help and helps others

PRE-READING ACTIVITIES

1. Rhyming from pictures: You show a picture of an object and the class gives all the words they can that rhyme with it. (Auditory-discrimination.)

2. Symbols: The class is to match symbols. These are such things as blue stars, red circles, purple hexagons, yellow squares, green triangles, and orange crescents. (Visual discrimination.)

3. Letter Game: The class is given sheets prepared with short rows of lower case and capital letters. The class is then instructed to put a circle around the big letters or the small letters. Example - AAaa aaaA AA - CCCcc ccC CcC.

4. Finding Missing Parts: Your materials are old readers, magazines, or newspapers. Cut parts of pictures off and have the children name the missing parts. Example - Cut off the tail of an animal. (Visual discrimination.)

5. Tapping Game: Children listen while you tap out a series on the desk or blackboard and then try to repeat it if they are called on. (Auditory discrimination and memory.)

6. Sounds Round About: Have a class close their eyes and listen to the sounds and remember them. After 30 seconds or so, the children may report someone coughing, a child on the playground, a truck going by, etc. Encourage them to remember as many sounds as possible and try to locate them.

7. Guessing Opposites and Seeing Relationships: With a small group you may say such things as:

   Candy is sweet, but pickles are _____?
   An airplane is fast, but a horse is _____?
   The sky is above, the ground is _____?

8. Storytelling: Round Robin - The children sit around in a circle. The teacher starts off by saying something like this: "Once there was a little boy." Individual children are called on, each to make up a sentence until a story is completed. (Concept building.)

9. Seeing and Drawing: Draw a large symbol on the blackboard. Choose something which is reproduced easily. Let the children look at it for about ten seconds then cover or erase the symbol. Ask the children to reproduce it as accurately as possible. (Visual discrimination.)

10. Guessing Game: Line up a series of objects, pictures, or toys on the floor. Ask the children to look carefully at all objects. Then tell them to close their eyes while you or a child removes one of the objects. Then ask the children to try to guess what is missing. You can use the same game but move the objects around in different order and have the children put them back in proper left to right order. (Visual discrimination.)

11. Supplying Endings: You may read three or four lines of a story unknown to the children, who then supply endings to the story. These may be your own original stories or they may actually be stories you will read at a later time. (Develop language abilities, habits of working in a group and interpretive skills.)

12. Policeman and Lost Child: One child is chosen to be the policeman. The teacher or a mature child describes someone in the group who is "lost" and the policeman "finds" him. The found child then becomes the policeman. (Interpretation deduction.)

13. Puzzles: Ordinary dime-store cardboard puzzles may be used to develop readiness. Puzzle pieces may be marked with numbers, letters of the alphabet, or simple words, and the place where the piece belongs should be marked the same. Children enjoy matching these. (Matching and fine muscle coordination.)

14. Trip to the Store: One child begins by saying he went to the store (any kind of store) to buy something, such as cake. The next child repeats the sentence and adds another item, "I went to the store and bought cake and bread." The next child repeats what has already been said and adds another item. Children vary in their ability to recall, but many are able to repeat six or eight items from memory.

15. Find the Missing Color: Crayons, paints or paper of various colors are placed in a row. Children study them. One child covers his eyes while one color is removed. The child uncovers his eyes and tells the missing color. Difficulty may be increased by removing more than one color if the children know their colors and are rather mature.

16. Place several small familiar objects on a table and cover them with a cloth or piece of paper. Remove the cover, exposing the objects for a few seconds. Replace the cover and ask the children to name as many objects as they can recall. Gradually increase the number of objects exposed.

17. Expose a simple pattern for a few seconds, remove it and have the children draw it from memory.

18. Expose a picture containing a number of items. Remove it and have the children tell as many things as they remember seeing.

19. Describe some object and have the children guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes," for example. Encourage children to try to visualize the object while it is being described. Describe the clothes and appearance of some child until the children can guess who is being described.

20. Clapping Game: Have one child leave the group and give another child some object like a doll's shoe. The child can sit on the object, thus keeping it out of sight. When the first child returns to the group, children indicate whether he is hot by loud clapping or cold by soft clapping. The child guesses who has the shoe.

21. Use a drum, triangle, bells, a glass, two pieces of paper and have children become familiar with different noises. Then have a child face away and see if he can recognize the different sounds.

22. Teach the children the rhythm of various activities, such as: jumping, skipping, hopping, walking, running. Have them guess what a child is doing from the sound they hear. One child could perform while the others have their eyes closed.

23. Have the children listen for words that rhyme. They can at times be asked to supply the missing word in a poem or jingle as:

    Little Jack Horner
    Sat in a _____.

24. Let them guess riddles, such as: "I'm thinking of something that sounds like Room." (Or, sounds like fall.) (broom or ball)

25. Ask the children to think of words that begin with certain sounds: such as "m" (mother) or "f" (fish).

Word attack skills are the actual tools used to teach reading. In this section three basic word attack skills are presented.

1. Phonics: The principles of phonics are used to break the word down into the basic sounds that form them. This is the building block approach to reading.
2. Sight Reading: This is a whole word approach. Many times common words don't fit the rules of phonics and must be memorized for the child to become a fluent reader.
3. Structural analysis is closely related to phonics and gives rules for breaking words into their component parts, in order to get meaning as well as pronunciation.

Another technique that ties together the three word attack skills just mentioned is language arts. This technique combines wordattack and comprehension and puts reading into the child's own life.

PHONICS

One way to define reading is to say that it is bringing meaning to printed symbols. But a child needs to know what sounds are indicated by the printed symbols. Printed letters are symbols for sounds. Phonics refers to the sounds of letters and letter combinations. Phonetic analysis in reading consists of learning the sounds represented by each letter or combination of letters.

The English language is composed of about 43 to 44 different sounds represented by 26 letters and combination of letters. There are over 75 phonic principles or rules concerning these sounds.

Most phonics or sounding programs, however, emphasize about 10 to 15 phonic principles or rules. (The sounding rules that Unit IV considers the most important can be found on the page titled Phonics Principles.) Most of these sounding rules are introduced to the children in the primary grades. It is hoped that by the end of the third grade the average reader is able to use these phonics rules to help him decode words.

There are many different programs for teaching phonics or sounding. Learning sounding is actually an individual matter. The program used to teach sounding in Unit IV schools is determined by the reading texts used in the schools, the teachers, and the needs of each child.

The role of the tutor in this area of reading will be to help the child develop the rules or principles of sounding so that these principles become a habit - the habit of trying to sound. One way to help the child learn and develop sounding principles is through activities and games designed to give the participants practice in using sounding principles.

The tutor will be able to find many workbooks and commercially prepared games that deal with phonics principles. However, there is real value in designing and preparing one's own materials.

The following pages illustrate different ways in which the 10 to 15 most important phonics rules could be introduced to a child who is just beginning to learn phonics.

PHONICS

ALPHABET

Begin instruction at the point indicated by the child's needs. If he doesn't know the alphabet, start here. The maturity of the child will determine the selection of such illustrative material as blocks, anagram or scrabble letters, ABC books or picture dictionaries to be used in presenting the alphabet or the following sounds.

CONSONANT SOUNDS

Show a picture which illustrates a word beginning with the letter to be taught. Print the letter in both small and capital forms. Tell the child the name and sound of the letter. Try to say each consonant sound as clearly as possible, without adding a vowel sound. Explain that most consonants have one sound.

At the beginning present only the hard sounds of c and g as in cat and go and the sibilant sound of s as in see. For the child who has not developed the ability to discriminate between the sounds of consonants, the following steps are recommended:

Have the child listen to a jingle, short sentence, or nonsense words containing the initial consonant, e. g.:

Fe, Fi, Fo, Fum (F)
Peter, Peter, Pumpkin-Eater (P)

Have the child identify the initial consonant.

"John, what sound do you hear at the beginning of the words?"

Have the child tell you some words beginning with the sound of the consonant. Offer hints if the child cannot readily think of a word.

Have the child tell you what word(s) begin(s) with the sound of a consonant in a series of three words.

Consonant Sounds (Continued)

"John, I am going to say three words. Tell me which words begin with the sound of b." Say the sound, not the name.

Baby	Pen	Dog
Boy	Boat	Bus
Doll	Coat	Bat

The child's needs will determine the amount of time spent on each step. This procedure may be necessary with some letters and not with others.

Present single consonant sounds first - b, d, f, g, h, m, l, p, j, etc. (preferably not in that order) since children have a tendency to confuse such sounds as b and d. (Q is introduced later with u. Y is presented only as a consonant.)

SHORT VOWEL SOUNDS

Tell the child the names of the vowels a, e, i, o, and u. Explain that these names of the vowels are their real names or long names.

"Alfred is your real name, but your nickname or short name is Al or Alfie. Vowels have nicknames or short names, too. When we meet vowels in a word, we often use their nicknames or short names."

Start with the short sound of a. Print it in small and capital letters. Display a picture of an apple. Tell the child that short a has the sound of a as in apple. For the purpose of illustration, cut out a picture of an apple, draw a picture of an apple, or use an ABC book or picture dictionary.

For the child who is having difficulty in distinguishing the short sound of a, the following practice is recommended:

Ask him to rhyme or give words that sound like cat, can, cap, ham, tag, and dad.

Have him tell you which words contain a short a sound in a series of three words:

sat	dog	hat	fit
fat	man	cup	pit
pin	rat	bag	pat

Short Vowel Sounds (Continued)

Next present a list of words as follows:

ca t	ca p	ca n	da d
ba t	la p	ra n	ma d
ma t	ma p	ma n	sa d

Have the child sound out the word. Then have him blend the sounds into a word. Use only short, one-syllable words with single consonants.

In words containing c, g, or s use only those with the hard or sibilant sound. When the child is able to blend the letters into a word, present the words as they normally appear - cat, bat, mat, cap - and have him read the whole word. If he can't, have him sound out the word again, as presented in the above list.

Be patient - some youngsters take longer than others, but the majority of children with reading difficulties respond well to this method.

Similarly, present the short sound of e as in elephant, i as in Indian, o as in olive, and u as in umbrella.

GENERAL PROCEDURES (See Basic Kit for additional suggestions for planning work schedule.)

Prepare all materials, books, games, drills before the lesson begins.

Drill at most for ten minutes. If you see the child losing interest, stop.

Review frequently.

Reinforce phonic presentation with a ten-minute game period at the end of the lesson.

Apply newly-learned skills to reading experiences.

Offer practice in seeing, hearing and writing as in the following activities and games:

Scrapbook:

Have the child print with crayon or "Magic Marker" the letter a in capital and small letters on colored paper. Help him locate (magazines, newspapers and greeting cards), cut out, and paste

General Procedures (Continued)

pictures and words that illustrate the short sound of a. Have him punch holes in the paper and tie it with ribbon. He now has the beginnings of a scrapbook to which pages containing additional illustrations of sounds will be added.

Vowel Chart:

Write the names of the vowels at the top of a large sheet of paper using a different color for each sound.

(red) a	(blue) e	(green) i	(yellow) o	(black) u
bag	beg	big	bog	bug
sap	bed	sip	mop	rub

To help the child hear and see the differences in the short vowel sounds, dictate three-letter words such as above and have the child write them in the correct column with the correct color crayon. This game can be adapted later to a variety of uses with vowel diphthongs, consonants, etc.

Riddles:

Have the child write or typewrite (the latter if possible) answers to riddles, e. g.:

What do I wear on my head that rhymes with cat? (hat)
What is another name for a little house or shack? (hut)
What is the weather like in summer? (hot)
What is another word for smack? (hit)

LONG VOWEL SOUNDS

"When we meet vowels in a word, we often use their nicknames or short names." Repeat this explanation which was offered when we introduced short vowels. List known words, selected from the child's reader or basic sight vocabulary, for each of the following combinations (one vowel combination at a time). Have nicknames or short names. Explain that there are times when we use a vowel's "real" or long name.

Long Vowel Sounds (Continued)

First, when it is followed by a vowel friend, the friend doesn't make a sound; but the first vowel uses its real name or long sounds, e. g.:

ee - long e	ai - long a
ea - long e	oa - long o

Note: ay may be introduced later.

Present each of the above combinations separately with drills, games, and activities similar to those suggested for short vowel sounds.

The next time we use a vowel's real or long name occurs when silent e appears at the end of a word and changes the sound of the first vowel. Present the following words first in sentences to insure understanding of meaning, e. g.:

hat becomes hate	us becomes use
rob becomes robe	rip becomes ripe

Additional Activities:

Present a list of words with short vowel sounds (pin, hat, cut, not, etc.) to be changed to words containing long vowel sounds (pine, hate, cute, note, etc.)

Present a list of words with long vowel sounds (beat, mail, say, seed, bite, pine, made, etc.) and have the child cross out the silent letters.

Have the child listen to words containing both long and short vowel sounds. Have him tell you if he hears a long or short vowel sound.

OTHER VOWEL COMBINATIONS

oo

The long sound of oo is likened to the toot of a horn. Words containing this sound are soon, moon, pool, cool, and food.

Other Vowel Combinations (Continued)

oi-oy

The sounds of oi and oy are found in the following words: oil, boil, join, point, boy, toy, and joy.

"r" THE MAGICIAN

The letter r waves its magic wand and changes the sounds of the vowels, so that the vowel sound is neither long nor short.

ar as in car says the name of the letter r.

or as in for says or.

er as in offer says er.

ur as in fur says er

ir as in fir says er.

Present ar and or at separate lessons. Ur, er, and ir may be presented at one time. However, point out to the child that although er, ir, and ur have similar sounds as in the above words, the meanings of the words are different.

CONSONANT BLENDS

Explain to the child that when two or three consonants appear at the beginning of a word, they "run together" as in the following words:

fl - flag, gl - glass, sl - sleep, pl - play, cr - cry

dr - dress, fr - fruit, gr - grass, tr - train, br - bread

sc - scale, st - state, sm - smile, sn - snow, sp - sport

sw - sweet, scr - scream, spl - splash, spr - spring

str - string

Present one group of consonant blends at a time and offer practice in workbooks and such games as "Go Fish".

DIGRAPHS AND OTHER SPEECH SOUNDS

Explain that some letters "go together"; and, therefore, we think of them as one. The consonants join to make a new sound.

sh wh ck th ch tch qu

The sounds of ch and sh are often confused. The sound of ch is like the sound of ch in choo-choo train or cha-cha. Sh may be explained as the "quiet" sound, as in "Sh! The baby is asleep."

Offer practice in seeing and hearing the difference between sh and ch as follows:

> Discuss the meaning of any unfamiliar words and have the child read the following in pairs, clearly enunciating the sounds of ch and sh.

ship	shop	shin	cash	dish	marsh
chip	chop	chin	catch	ditch	march

Ask the child to select the correct word in the following exercises:

The _____ was on the sea.
ship chip

The soldiers went on a twenty-mile _____.
marsh march

The boy will _____ the ball.
cash catch

Th and wh each have two sounds: th as in that and thin, wh as in what and who.

Qu - Tell the child that q is always followed by its shadow, u and sounds like kw as in queen.

Ck has the sound of k and appears at the end of a syllable or word as in chicken or truck.

Many of the games and activities suggested for use with vowel sounds may be adapted for practice with consonants, consonant blends, and digraphs. Phonic workbooks and commercially prepared games found in the Reading Help Program Library will provide additional reinforcement.

TRICKY CONSONANTS

c g

Most consonants have one sound when not combined with another consonant. c and g have two sounds: hard sounds as in cut and gun and soft sounds as in cent and gin.

c

Tell the child you are going to show him two lists of words. Ask him to listen very carefully to the sounds he hears.

1	2
coat	cent
cut	circus
corn	cycle
cup	cigar
cat	cell
cake	city

"What sound does the first letter make in List 1? (k) This is a hard sound. Say it again. What letters follow the c in list 1?" (a, o, u)

"Now, let us look at List 2. What sound does the first letter make? (s) This is a soft sound. Say it again. What letters follow the c in list 2?" (i, e, y)

Have the child make the generalization that c has a soft sound when followed by e, i, or y.

g

Follow the same procedure with the letter g.

1	2
gone	gypsy
gun	gem
game	ginger

The child is now ready to make the generalization that g has a soft sound when followed by e, i, or y. (Ignore exceptions such as girl, give, and get unless noted by the child.)

Tricky Consonants (Continued)

Write out spearate lists of words containing hard and soft sounds of c or g and have the child say the word and tell you if he hears a hard or soft sound. Have him apply the generalization he has learned about the sounds of c and g to these words. Offer additional practice in workbooks such as Webster's "Eye, and Ear Fun Book III."

ph

Ph is a "tricky" consonant since it says f as in phone, phrase, and graph.

gh

Gh wears many masks. Sometimes it says f as in cough and laugh. Sometimes the g says its own name as in ghost. Other times gh is silent as in thought and caught.

Gh as found in the ight words is frequently met by the child in books. Explain that gh in this combination is silent but makes the i use its "real" name or long sound. Words containing this sound are:

might	night	right	bright
sight	light	fight	fright

Gh and ph are best presented casually when encountered in the text.

LAZY SOUNDS

wr kn gn mb

Some sounds are too lazy to say their names. These include w as in write, k as in knife, g as in gnaw, and b as in lamb. It is not necessary to stress these sounds with exercises or drills. Point up their pecularities when they present difficulties in reading.

THE PINCHING SOUND

ou ow

Ask the child what he says when someone pinches him. (ow!) Explain that this is the sound frequently given to ou and ow as in:

cow	out	house
how	bounce	mouse

The Pinching Sound (Continued)

Both ou and ow have sounds other than those found in the above words. However, a child with reading difficulties generally finds it less confusing to be presented with only one sound at a time. As he gains phonic skills, additional sounds of the same letters or combinations of letters can be introduced as ow in know and show.

THE SORRY SOUND

au aw

Explain that au and aw are like the sound of aw as in "Aw gee, why can't we go to the ballgame?" This sound is found in such words as:

law	awful	auto
saw	draw	caught

PHONETIC PRINCIPLES

Knows names of letters

Can match letters - capital and small letters

Able to hear, recognize, and write initial, medial, and final consonants sounds.

Able to hear, recognize, and write long or short vowel sounds

Able to hear, recognize and write consonant blends in the initial or final positions of words

Able to hear, recognize, and write consonant digraphs in the initial or final positions

Able to apply the following vowel rules:

- one vowel in middle of a one-syllable word or one syllable is usually short
- a vowel in a one syllable word ending in silent e is usually long
- two vowels together, first is long, and second is silent
- vowel at end of a very short word is long - he

Knows special vowel sounds

- au - ow e. g., how, low, house
- sounding of y as a vowel e. g., very, happy
- a before l, ll, or lk, e. g., ball, talk
- a before or after w, e. g., watch, saw
- two sounds of oo, e. g., zoo, hook
- sounds of r controlled vowels, e. g. bird
- sounds of oi and oy
- sounds of ough

Knows sounds of digraphs and blends

Knows special consonant sounds

c followed by e, i, or y

g followed by e, i, or y

silent letter combinations

KEY TO THE SYMBOLS

The pronunciation symbols in the following list are those used in Webster's New International Dictionary, Second Edition, copyright 1934, 1939, 1945, 1950, by G. and C. Merriam Company.

LONG SOUNDS OF THE VOWELS

a - as in cāke
e - as in bēan
i - as in pīe
o - as in rōpe
u - as in ūse

SHORT SOUNDS OF THE VOWELS

a - as in hăt
e - as in pĕt
i - as in pĭg
o - as in tŏp
u - as in nŭt

SOUNDS OF THE VOWELS FOLLOWED BY "r"

ar - as in cär
ar - as in dâre
er - as in butter
er - as in dēar
or - as in fôr
ur - as in fûr

OTHER SOUNDS OF THE VOWELS

o - as in sāw
o - as in sŏng
a - as in ăsk
oo - as in pōol
oo - as in bŏok

DIPTHONG SOUNDS

oi - as in oil
ou - as in out

CONSONANT SOUNDS

b - as in boy
d - as in doll
f - as in fun
g - as in go
h - as in home
j - as in jump
k - as in kite
l - as in look
m - as in man
n - as in not
p - as in pet
r - as in run
s - as in see
t - as in top
v - as in vine
w - as in will
ks (x) - as in box
gz (x) - as in exact
y - as in yes
z - as in zoo
zh - as in azure

DIGRAPH SOUNDS

ch (tsh) - as in church
kw (qu) - as in quack
ng - as in sing
sh - as in ship
th - as in think
th - as in then
hw (wh) - as in white

SIGHT WORD METHOD

The sight word method of learning to read is often the 1st approach used. It may also be referred to as the "see, hear, remember" or "look and say" method. The child learns the entire word as a unit, thus developing whole-word perception. This also enables the reader to read from the beginning with fluency, rather than stopping to sound out each word.

Edward W. Dolch, a former Univ. of Illinois professor, developed a list of 220 "service words" - everything but nouns - which were a necessary part of a reader's sight vocabulary. Many of these words do not sound out phonetically ("whose", "about", "their") and they recur frequently in reading. He augmented this list with another list of 95 nouns which occur in most basal reading series.

METHOD OF PRESENTATION

Sight words are presented to the child in a given sequence. First the child hears the word in context, often with a descriptive picture. If the new word were "many", the teacher would read a sentence using the word and discuss its meaning. She would then have the student look at the printed word and copy it, repeating it with her. She would also point out configuration clues - the shape of the entire word. She would then have the child say the word again. This enables the child to associate the sound, meaning and word form together.

Basic to reading is a working vocabulary. A child will not remember words that have no meaning in his own experience. The enrichment process in learning new sight words can be presented in game fashion. (Suggestions follow.)

The advantages of the sight word method of learning to read are that a high interest vocabulary can be used. This builds confidence and makes the illustrations more interesting. Attention can be given to meaning of the entire word, and not to its parts. It is most helpful to a child with poor auditory (phonetic) ability.

The disadvantages of the sight word method are that it is a one-to-one method. When the child is reading, an advanced reader must be there to provide pronunciation and meaning of unknown words. Also, this method requires using a controlled vocabulary with frequent repetitions. The other main disadvantage is that learning one word does not transfer to learning the next one. The child must rely on his memory.

SUGGESTIONS:

Sight Vocabulary

The following procedures are suggested for presenting a sight vocabulary to the non-reader or poor reader, and for reinforcing the sight vocabulary of the more advanced reader who is experiencing difficulty with such words as was, saw, were, there, and through. The latter's knowledge of basic sight words can be ascertained by testing with Dolch's Basic

Sight Vocabulary List of 220 words or Dolch's Popper Cards, Sets I and II. Select the words the child does not know and plan to present four or five for mastery at each session.

Seeing and Writing Sight Words

Some children need the added support of seeing and writing the words. Offer one word at a time. Tell the child his eye is a camera and you want him to "take a picture" of the word. Then ask him to close his eyes and see the word. Next have him print the word from memory and have him compare the word with the original. Offer frequent practice and review.

Games

For review and reinforcement of sight words, use the game "Word Bingo" played with sight words instead of numbers. For the games of "Football" and "Baseball", draw a football field or a baseball diamond. Explain to the child the rules of the following simplified game: A player advances ten yards or one base each time he reads a sight word correctly. If he fails to recognize the word, his opponent (usually a volunteer) advances ten yards or one base. The game can be played for approximately ten minutes or longer depending upon the interest span of the child.

Picture Cards

The non-reader or very poor reader may benefit from working with picture cards which illustrate familiar objects. One card has a picture and its identifying word, and another card shows only the word. The child repeats the word several times while looking at the picture. Then he selects the matching card from a pack of non-illustrated cards. Offer frequent practice and review. Three to five words may be taught at a session. Additional words may be culled from the preprimers or reading material the child is given in class.

95 NOUNS (DOLCH PICTURE-WORD CARDS)

airplane
apple
baby
back
ball
barn
basket
bear
bed
bell
bird
birthday
boat
book
box
boy
bread
bus
cake
cap
car
cat
chair
chicken
children
coat
corn
cow
dog
doll
door
duck
eggs
elephant
eye
farm
farmer
father
feet
fire
fish
floor
flower
garden
girl
grandmother
grandfather
grass
hand
head
hen
hill
horse
house
kitten
leg
letter
man
men
milk
money
monkey
mother
nest
nose
paper
party
picture
pig
pony
puppy
rabbit
rain
ring
road
school
sheep
shoe
snow
squirrel
stick
store
street
sun
table
tail
top
toys
train
tree
wagon
watch
water
window
wood

DOLCH BASIC SIGHT VOCABULARY

This list of 220 words and the 95 common nouns comprise 50 to 75 percent of all ordinary reading matter.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ram
read
red
ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two

under
up
upon
us
use

very

wash
walk
want
warm
was
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

yellow
yes
you
your

40

STRUCTURAL ANALYSIS

Structural analysis is an important tool in the study of reading, because many words in our language combine with other words or other letters forming different, but related words.

It becomes more of a help when a word is in one of three catagories:

1. Derivatives combine root words with prefixes and suffixes. A root word is the smallest unit in which related words can exist. e. g.: root word - teach; add a prefix - reteach; add a suffix - teachable. The analogy to mathematics may be a good one to use in planning activities in this area.
2. A variant is a word where additional letters are added to the end to show grammatical usage. e. g.: root word - host; variants - hosts, hostess, hostesses.
3. Compound words are comprised of two or more root words that retain their original pronunciation in the new form. Some compound words are common and important words like into, however, without, and upon might be memorized. Others are descriptive nouns in which the first of two words tells something about the second. e. g.: armchair (chair with arms) or birthday (day of birth).

It is impossible to teach every word in the English language separately, but through structural analysis, we can help children see relationships between words and word families. Not only is it a tool to divide words so that the phonetic principles can be more easily applied for pronunciation, but it is also an aid to meaning, and gives a child independence in tackling an unfamiliar word.

In teaching structural analysis, it is a good policy to use what is known to teach about the unknown. By teaching prefixes and suffixes in connection with known root words, this helps the child to see relationships between words, as well as putting him on familiar ground.

Although structural analysis and phonetic analysis are separate topics, they function together whenever an unfamiliar word is a derivative or a variant.

A LANGUAGE - EXPERIENCE APPROACH FOR REMEDIAL INSTRUCTION

The Reading Instruction for all students must be purposeful and place emphasis on reading as a meaning - getting process or a thinking process. The student needing remedial or corrective instruction must be provided with a program of instruction which emphasizes reading as a thinking process and also helps build upon his strengths in order to correct his weaknesses. Moreover, the program of instruction must provide the child with a means to feel successful and positive about himself. The LEA meets these demands. The Language-Experience Approach fosters critical reading and creates a positive environment for the acquisition of sight vocabulary and the meaningful introduction of word attack skills. The following teaching strategy is suggested:

1. The teacher provides a stimulus or utilizes a relatively recent experience to be discussed with the child. (This can be done in a group or individually.)

2. The child dictates a story to the teacher. The story should be in response to the stimulus or experience and be meaningful to the child. It can be of any length and should be recorded exactly as he dictates it, paragraphing and punctuating it accordingly.

3. When finished, the teacher reads the story back to the child asking him to indicate whether it is all right or whether there is something he wants changed.

4. After the teacher rereads the story, the child thinks of a title. The title is added plus the date.

5. The story is given back to the child. The child may read the story with the teacher's help. Then he returns to his seat and reads the story alone - where he underlines all the words he knows.

6. The child illustrates the story and the illustration is attached as a visual cue. This may also be the stimulus under No. 1.

7. The next day, the child reads his story alone again. The words that he knows are underlined. If he knows the words on both days out of context and in context, he will draw another line under them. (Words known two days in a row will be double-underlined.)

8. The child reads the story aloud to the teacher. The teacher notes whether he actually knows the underlined words. Those words the child knew both days are put on small cards with the date of the story on the back. These words are then put in a "Word Bank" of known words. The "Word Bank" can be made by the child to his liking (a cigar box, an oatmeal box, an envelope, etc.).

9. The words in the "Word Bank" should be used for work with word analysis skills. The child can do many things with his words and should do something each day. See examples.

10. Any word the child forgets must be removed from his bank. The child can look the word up in his story because the date is on the back. Thus, unknown words may become known again with relatively little effort.

11. The same procedure should be followed with each story. The stories may be kept in a notebook.

The experience stories and "Word Bank" should be used as the foundation for teaching critical reading skills and practice of word recognition with the child.

1. The teacher may use the following procedure for teaching the "short a" sound to teach any phonic or structural analysis principle: (For example, teaching for a short vowel sound.)

   a. The teacher helps the child sort words with the "short a" sound. Examples: <u>man</u>, <u>dad</u>, <u>bat</u>, <u>bad</u>.

   b. These words are printed on a list or the word cards are put face up on the child's desk.

   c. The child reads the words. As these are words from his "Word Bank", he experiences no trouble in recognizing them.

   d. The teacher helps the child notice the similarity in form of all the words.

   e. The child reads the words again listening carefully to each word as he says it.

f. The teacher helps the child determine the sound the letter "a" represents.

g. The teacher helps the child conclude, the letter "a" you see represents the sound you hear in the words man, dad, bat, and bad.

h. The child practices this concept in some way. He can read old experience stories and look for other words with the letter "a" representing the "short a" sound.

2. The child can look for the words from his "Word Bank" in other experience stories, books, magazines, and newspapers.

3. He can categorize his words.

4. He can alphabetize his words.

5. He can sort them according to the same initial sounds, ending sounds, syllables, vowel sounds, etc.

6. He can make sentences and questions using the words from his "Word Bank".

7. He can cut out pictures or draw illustrations to go with his words. He can make his own picture dictionary from his words.

8. He can create his own word games using his "Word Bank".

9. He can share his word cards with other classmates.

15-46

OUTLINE OF LANGUAGE EXPERIENCE APPROACH PRESENTATION

I. Language Arts

A. Definition

B. Use

II. Different Teaching Approaches

III. Language Experience Approach

A. Concepts to be developed

1. Anything that can be thought can be said
2. Anything that can be said can be written down
3. Anything written can be read by author and others
4. A person who can read knows what others have said without actually hearing them.

B. Example of Language Experience

1. Description of situation:
A six-year old girl was taken through a language experience as an example of this teaching approach. She was a pre-first grader who had had some reading instruction in kindergarten. She was not below grade level. The experience was on a one-to-one basis, however, not carried out within the school structure.

2. Steps used

a. Child drew a series of pictures depicting experiences of her summer vacation. They were entitled, "My Michigan Pictures."

b. The child's story of each picture was taped. Depending on the child's experiences with tape recorders and his ability to express himself without visual cues, steps a might b might be reversed.

c. Tutor wrote each story from the dictation leaving space between each line for step d. At this point, the child and tutor talk about words, letters, sounds, etc. Extent to which this would be done is dependent on the maturity level and language experience of the child. An older child might write his own story. However, eliminating the tape recorder step eliminates the oral language starting point and thus narrows the language experience to reading and writing language only.

d. Child traces and/or copies letters, words, sentences in spaces left between the lines.

e. Child reads stories. This was done about a week after the child had dictated the stories. In that oral language is greater than reading language the child might become frustrated at this point. The tape illustrates this child's struggle. Had this been a teaching situation we would have stopped reading or given more assistance. However, she completed this step so that the tutors might hear examples of a child using word attack skills - phonics, sight, and structural analysis.

f. Tutor reads story to another child. a class room reading group might be used.

g. Child's work was placed in reading center for reference and enjoyment

h. Initial experience was extended through child seeking more information - field trips, library, etc.

C. Language Skills Emphasized

The language skills listed below were emphasized in relation to the child's needs and development. These skills were not isolated but were integrated into the child's experience. The letters preceding the skills relate to the activity sequence that this child followed.

Oral Language Skills

(b) contributes to discussions and conversations
(b) uses simple complete sentences in speaking
(b) expresses ideas in appropriate English
(b) organizes thoughts in speaking
(b) uses intonation to signal meaning

Listening Skills

(f) listens with purpose
(f) attends and reacts to ideas expressed

Word Recognition Skills

(c,e) knows letter and numeral forms and names
(c,e) hears letter sounds in words
(c,e) inspects words and sentences from left to right
(c,e) sees similarities and differences in words
(c,e) connects sounds with letters
(e,g) adds to sight vocabulary

Vocabulary Skills

(c,e) attaches correct meanings to words
(a,b,c) draws upon a background of meaningful experiences

Writing and Spelling Skills

(d) does simple copying and tracing

Comprehension Skills

(b) grasps main idea
(a) isolates detail
(a,b) relates material to personal experience

Study Skills

(h) uses library, dictionaries, etc.; learns about tables, index, glossary in books and reference material; learns to use maps, charts; organizes and classifies information; and learns to skim for answers

D. Supplementary Activities

The Treasure Game

Fill a small box with many assorted objects. Have the student guess what is in the box. Then have him close his eyes and touch the items. List them as he identifies them. Have him empty the box and compare his guesses with what was actually there.

Take the list of what is in the box and classify the words and the items. Which objects are alike? How? List the soft things, the hard things, the blunt, the sharp, the big, the little, etc.

These various classifications can be listed and run off on a "ditto" master - and the student has a "treasure book". He can relate the words to a special experience.

We hope that he has learned most of the words. You can use them to develop sentences or a complete story.

This activity develops sight vocabulary as well as classification. We can use as much or as little of it as we like . . . it can be a five-minute game with one student or an everyday activity with another. This depends on you and your student.

Remember that this is much more than a game. It is a real learning experience. You can tell the student what he has learned; or better still, LET HIM TELL YOU.

The Shell Game

A take-off on the previous game can be a similar learning experience and capitalizes on the natural curiosity of us all. Select several small items which can fit into a walnut shell (32 appears to be the record). Are you thinking of what they could be right at this moment? A pin . . . a stamp . . . a reinforcement . . .

Put as many as you can (perhaps more than 32) into the shell and tape it shut. The student guesses what is inside. You can list them, or you may be able to have him list them. Remember, please don't correct the spelling of "reinforcement" now. When

you open the shell and compare the items, you might find it useful to note that there is a need to spell it correctly so that we would know what we meant later.

Meet Peanuts

Tutors can encourage reading and writing through the use of pictures and cartoons from current newspapers and magazines. The use of the cartoon "Peanuts" is an example. This comic strip (as well as others) tells a story with a minimum of words.

Cut the strip apart and have the student put the pieces together in sequence to tell the story. A situation is created where he will need words to write or tell the story. This activity relates the words to a visual experience and makes them more meaningful.

You can create this same kind of learning experience by mounting pictures from NATIONAL GEOGRAPHIC, EBONY, etc. The student makes up a story based on the pictures or creates a logical sequence. New words which arise can become a part of the student's vocabulary. You can recognize that you are also developing the skill of putting ideas and events into sequence.

Travelogue

Almost all children like to receive mail, Many of the students with whom you work may have never had this experience. You can provide it while developing skills in reading and writing.

Help your student to write a letter requesting information. Don't use a simple return coupon at this time. Pick an agency which you can be reasonably certain will respond promptly. Examples are state capitals, counties, airlines, etc.

Once the information is received, the student can make a scrapbook, write captions for the travelogue, or construct other concrete reminders of the experience. Often students become entranced by letter writing and continue this on their own. Their skills in reading and writing are sharpened, and they see the need for the competence.

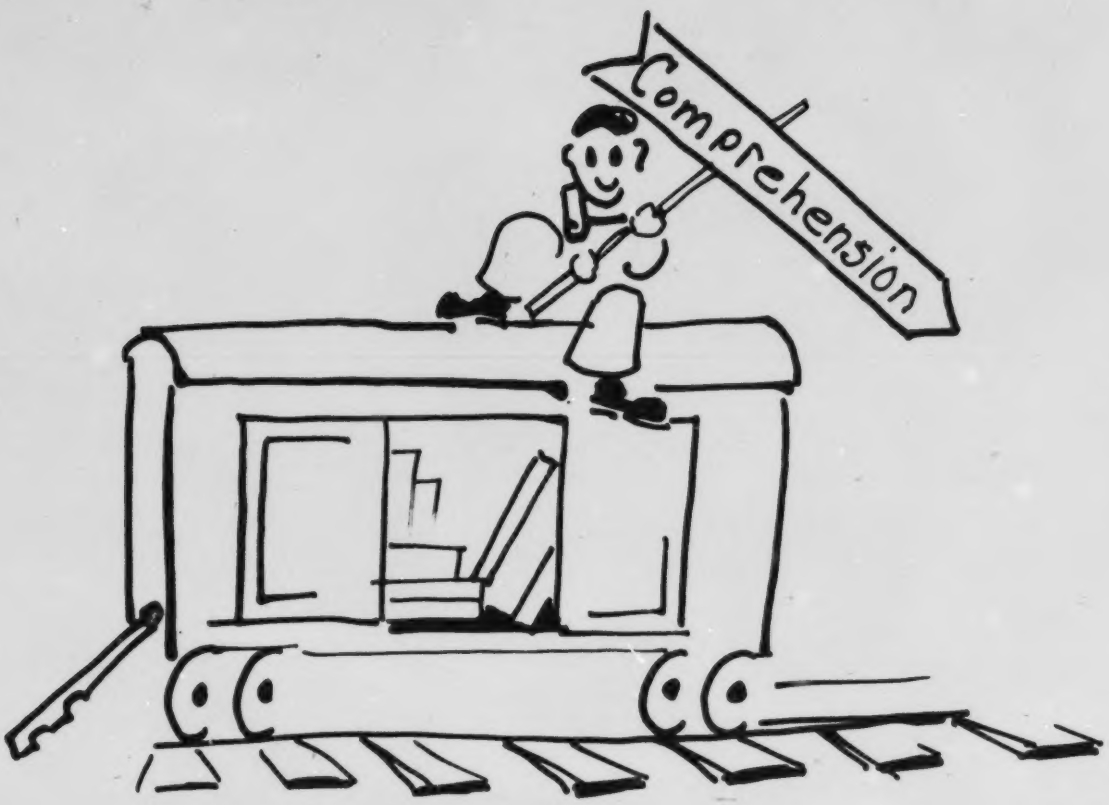
Don't forget to use any new words in ways which will make it possible to have them become part of the student's vocabulary . . .

"Rock and Roll"

Popular music - be it rock-and-roll, rhythm-and-blues, or "soul" - can provide a vehicle for developing listening skills in a way which is meaningful and fascinating to the students. There are many ways in which this interest can be utilized. One sample is described in "A Chance for Change", a bulletin issued by the Department of Health, Education and Welfare.

Bring in a record of a popular song, or better yet, have the student bring in one of his own. Working with the student, put the lyrics down on paper. This can be very difficult and takes careful listening. Your student may find it easier than you will. You might discuss which singer or vocal group is the easiest (or most difficult) to understand and why this is so. Some time might be spent on the special language which we use for specific situations. Remember what we said about "scat" language? You might recall, too, the importance of listening skills in the total language education area.

Once the lyric is down, there will be no problem in motivating the student to read it . . . and adding some words to his sight vocabulary, which is our goal.



Comprehension can be thought of as "getting meaning from the printed page". For the tutor, it is also important to realize that the child we are working with must also bring meaning to the printed page. It is no good for an intermediate level child to read about "topography" if that child has never seen a mountain or an ocean.

Comprehension is difficult to measure and difficult to define. A short summary is contained in this section; suggestions for activities to use in the tutoring session follow in the activities section.

COMPREHENSION: QUESTIONING

Word recognition is fruitless unless one brings to and gets from the printed symbols meaning and understanding. Overemphasis of word recognition or word attack skills discourages finding meaning in word groups. Reading must serve as a means to an end; that end being the understanding of the written language and the communication of that understanding.

This meaning getting process is what we call comprehension. Its definition is as diverse as the number of texts on the subject, as are the lists of sub-skills which are claimed to be component of the whole area of comprehension. For our purpose we define comprehension as the "fulfillment of a particular purpose through the use of appropriate material which is read in a particular way." There are three major levels or purposes in the meaning getting process: literal, interpretive, and critical. Helping the child to understand written language at several levels is our task in working with comprehension. It calls for active reacting to reading by the child which is fostered by a stimulating follow up to the child's reading. The follow up is our questioning technique.

As we tutors work in the area of comprehension we must keep in mind that the materials being read, the reader and his reading process will all influence the level of comprehension attainable. The child extracts meaning from the printed page in proportion to the meaning he brings to it. Time spent in teaching word recognition and comprehension skills is wasted if the child has not had a broad enough range of experience. Likewise reading is responding. It is something we do not so much with our eyes as with our interests and enthusiasms; hatreds and fondnesses; our evaluations in all their forms and aspects.

MEANING GETTING PROCESS

Literal Comprehension	Reading the lines; Understanding what is actually written on the page; Questions asked before, during, and after reading as to who, when, where, what, and how.
recall details determining sequence of facts specific word meanings getting main idea	

Interpretive Comprehension

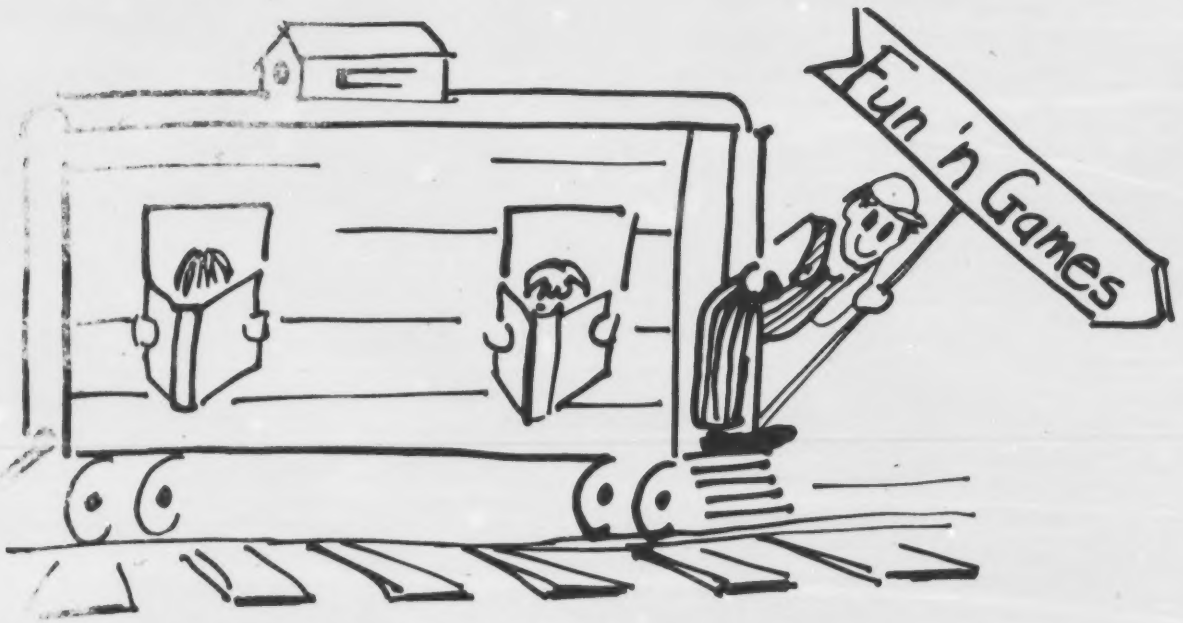
- giving meaning of passage
- predicting from what has been read
- understanding characters, attitudes, feelings
- anticipating outcomes
- making comparisons

Reading between the lines; meaning not directly stated, but inferred. Questions asked as to explain why or compare.

Critical Comprehension

- personal reaction
- evaluation - judgment as to quality, accuracy, plausability of what is read
- distinguishing facts from fancy or opinion
- comparison with reader's experience
- applying what is read to personal experience

Reading beyond the lines; Goes beyond interpretation of what author says to give personal reaction. Questions asked as to "What do you believe?", "What is your opinion?", "How would you feel?", and "What would you do?"



A lesson plan is an important tool of the teacher. It lets her outline clearly such things as:

1. The child's present level of performance
2. Exactly what skills the child is to learn in this lesson
3. What materials to use
4. How to know if the child has learned what was presented
5. What to teach next time, based on the above factors

Although a tutor's responsibility isn't to write lesson plans, it would be a great help for a tutor to be able to follow a lesson plan if one was given her. It is also an efficient blueprint to have in mind when planning a tutoring session.

In this section, a sample lesson plan is given, as well as some suggestions as to games and activities to use in the tutoring session and a games packet designed to help you modify those suggestions to fit your tutoring situation.

SETTING INSTRUCTIONAL OBJECTIVES AND LESSON PLANNING

In most schools today reading instruction is planned for groups. As class size increases, the attention the teacher can give to individual problems decreases. Many schools, therefore, provide individualized reading instruction for those students who fall below grade level in their reading.

Individualized instruction refers to the process of providing specific one-to-one instruction by planning and conducting reading lessons that are designed to meet the specific reading needs and characteristics of the particular student. It is within this process that the tutor is a central figure. In order to achieve effective individualized reading instruction the tutor must be able to:

1. Set reading objectives based upon the determined reading difficulties and extent to which the student has mastered reading skills.

2. Develop reading lessons that provide for the accomplishment of the stated objectives - selecting materials to be used, instructional procedures and practice activities.

3. Evaluate student's success based upon the extent to which he has accomplished the objective or learning task.

Setting Reading Objectives

An objective is a statement that specifies the exact behavior or performance the student will exemplify when he has successfully completed the learning experience. It states what he will be able to do after he masters the objective. A meaningfully stated objective is one that communicates the tutor's intent to students, teachers and other persons. When clearly defined, objectives are lacking, there is no sound basis for selecting appropriate materials and instructional procedures or evaluating the success of the lesson.

When writing an instructional objective, the following three facts are offered as guides:

1. Identify the exact behavior that will be observed when the lesson or learning experience is completed successfully.

   The learner will be able to pronounce the uppercase alphabet . . .

2. Try to define the desired behavior (performance) further by describing the important condition under which the behavior will be expected to occur.

   The learner will be able to pronounce the upper-case alphabet when given the letters in random order . . .

3. Specify the criteria of acceptable performance by describing to what extent or how well the learner must perform to be considered acceptable.

   The learner will be able to pronounce the upper-case alphabet when given the letters in random order with 100 percent accuracy.

Although each of these items might help an objective be more specific, it is not necessary to include all three in each objective. What is important is that the lesson objective communicates the tutor's intended outcome - written with as many statements as are needed to describe all of the intended outcomes.

Developing Reading Lessons

After the objective has been defined, the tutor is ready to select those activities and presentations which will best enable the learner to accomplish the objective. These activities might be thought of as learning experiences in which the student participates - activities which facilitate the student's accomplishment of the objective(s).

Evaluating the Student's Success

At the completion of the lesson the tutor will determine the extent to which the student mastered the objective - and will state reasons for accomplishment or lack of it. Based upon this evaluation the objectives will be restated or a new objective will be established taking the student to the next task in the learning sequence. The following questions are offered as suggestions for evaluation:

1. Was the lesson successful in terms of the behavioral objective(s)?

   a. Did the child accomplish the objective?
   b. Did the child understand the concept that the lesson was attempting to teach?
   c. Were there some things the child needed to know before he could accomplish the objective which he did not know?
   d. Did I (the tutor) understand the objective(s) and plan well for their accomplishment?

2. Was the practice activity appropriate to the age and and interest characteristics of the child and to the objective(s)?

   a. Did the child understand what he was to do in the practice activity?
   b. Was the child willing to participate in the activity?
   c. Were all needed materials available?

3. How will you revise this lesson if the objective was not accomplished? If accomplished, what new objective will you establish for the child?

DAILY LESSON PLAN

STUDENT _____

TUTOR _____ DATE _____

OBJECTIVE:

MATERIALS:

PROCEDURE:

INTRODUCTION:

PRACTICE ACTIVITY:

REWARD:

EVALUATION:

BOOK WORM

Objective: To help the student make a concise account of a story he has read and to help the student clarify some of the main points of the story.

Materials: Paper, pencil, scissors, color crayons.

Procedure: Prepare Task Cards similar to those described below.

Directions: Use one of the following methods to report on the book you have read:

a. The Six Point Account
   1. Rename the story in one word, e. g., Howl
   2. Tell about it in two words, e. g. Funny, Happy
   3. Name three people in the story, e. g. Charlie Brown, Lucy, Snoopy
   4. Tell where most of the story took place in four words, e. g. backyard, house, country and school
   5. Check whom else you would like to have read this story: My best friend; Someone I didn't like; My Mother, My grandmother: My favorite uncle
   6. You may illustrate a favorite part of the story

b. Who When Where Method
   1. Fold paper in half the long way
   2. Fold paper in thirds and cut to almost the center fold
   3. Mark the sections, Who, When and Where
   4. Open paper up and write on the bottom part and draw a picture illustrating that part above it

c. The WWWWWH Method
   1. Who e. g., Charlie Brown, Snoopy, Linus and Lucy
   2. What e. g., A funny story in comic form
   3. When e. g., Now
   4. Where e. g., My town
   5. Why e. g., The author wants to show us how silly we are sometimes
   6. How e. g., By using short phrases and funny pictures.

The reports should tell the title of the story, the author, when it was read and where it was found.

Peanuts Every Sunday, By Charles Schultz. I read it February 10, 1973, and I bought it at a rummage sale.

TORTOISE AND THE HARE

Objective: Comprehension of descriptive phrases.

Materials: Clothes pins, small plastic drinking cups or other round containers, 2" X 3" cards.

Procedure: Draw two pictures, one of a turtle and print the words moving slowly, and one of a rabbit hopping with the words moving fast. Attach each of these to a clothes pin and fasten it to a cup. Next print phrases on the small cards similar to the following:

lagged behind
besieged with ants
wandered aimlessly
galloped across the meadow
trudged wearily
streak of lightning

Print the words fast or slowly on the back of each phrase card to serve as a self check.

Directions: Read the cards carefully and decide if the words describe something moving fast or slowly, and then put the card in the proper cup. When all cards are placed, take them from the cups and check to see if you were correct.

ATTENTION PLEASE!

Objective: Follow one step directions.

Materials: 8 or 10 cards 5" X 3", ring to fasten cards together, felt pens, acetate or clear contact paper to cover cards.

Attention Please! (Continued)

Procedure: Print a direction on the first card. Turn it over and draw the step. e. g. Draw a swimming pool. Print a second direction on the second card. e. g. Draw a diving board to the right of the swimming pool. Turn this card over and draw a pool like the first card but add a diving board. Fill other cards out with added step directions. Number these cards for order. Last card should direct the child to color his completed picture. Fasten the cards together with the ring.

Directions: You need paper, a pencil and crayons. Draw what each card says and then turn it over to see if you did it correctly.

Variations: Directions for other pictures, such as Snoopy, his dog house, dish, bone, etc. Directions for pictures of interest to older students needing reinforcement in following directions.

THE PICTURE'S THE THING

Objective: To stimulate creative writing

Materials: Pencil, paper, folder and picture file

Procedure: Choose a picture. Write the following directions on task cards. Do one of the following activities:

a. Think up and print an "exciting" question about the picture at the top of a sheet of lined paper. Show the picture and your question to at least two other people. Have them write what they think an answer to the question might be underneath your question.
b. Tell what you think is happening in the picture.
c. Suppose your picture shows the beginning or middle part of a story. Tell what might happen next.
d. Put yourself in the picture. Where are you? What happens to you? What are you saying?
e. On a sheet of paper write any words, phrases, or thoughts about the picture you choose.
f. Write at least five true and false statements about a picture of your choice. Ask someone to look at the picture and mark the statements correctly.
g. On a sheet of paper write the numeral of the picture and eight to ten words which would be good to use in a story about it.

MAKE A STORY BOOK

Objective: To organize a story, systematically and creatively

Materials: 14" X 20" poster board, three 8" wheels and fasteners, one box for materials for use at the center, lined paper, paper for book covers, crayons, etc. Board may be laminated or covered with clear contact. Vocabulary sheets that can be useful in helping the student find words he may need in his story.

Procedure: Write the following directions on a task card:

Make a story book. Spin the wheels, then write a sentence from the words that you see in the windows. Finish the story. Use the vocabulary list to help you spell some words you need. Be sure that you have the title for your story and your name on the cover. Read your story to a friend. Then place it in the box behind the board.

Variations: More wheels can be made which are appropriate for current areas of study, such as seasons; special days; stories for zoo, farm, halloween, etc. Color books make interesting ideas for the book covers.

HEADLINES

Objective: Main ideas

Materials: A sheet of paper with five or six newspaper articles on it with the headlines removed.

Directions: Each student writes his own headlines and checks them against the real ones listed on the back of the sheet.

The Story's the Thing

Objective: To stimulate creative thought.

Materials: Pencil, lined and unlined paper, crayons or felt markers, folder, dictionary or pictionary.

Procedure: Choose a reader, library book or booklet. Write the following directions on Task Cards: Do one of the following activities:

a. Choose a picture. Study it. Then, write what you think is happening in the picture.
b. Choose a word from any story. Copy the word on a sheet of paper and illustrate the word. Find your word in the dictionary. Compare your illustration and meaning of the word with the meaning you have found in the dictionary.
c. Choose at least five words from a story you have read. Scramble the words. For example, girls might be r i g l s. Ask a friend to unscramble the words after he has read the same story.
d. Make up three good questions about your story. See if another reader can answer them.
e. Fold a sheet of paper into as many parts as you need. Draw clues about your story. Find out if anyone can guess which book or story you read.
f. Were there things that happened in the story that could REALLY happen to you? Were there things that could NOT happen to you? Make a list.
g. Present your story or poem to the class as a play or choral reading.
h. Choose a picture for picture reading. Share your reading with another person.
i. Write at least five true and false statements about a story you have read. Ask someone who has read the story to mark the statements true or false. Check the answers with him.
j. Write a riddle about a person or animal, place, or event in your story or poem. Be sure to show somewhere on your paper the name and author of your story as well as the answer.

IS IT FICTION, FACT OR OPINION?

Objective: Identification of fiction, fact, or opinion statements

Materials: Four 9" X 12" chipboards taped together to stand zig-zag, four envelopes, 1½" X 5" cards.

Procedure: Fact, fiction, and opinion statements are written on cards. The answer is written on the back of each card for self-correcting. Examples of card statements:

a. It looks like rain tomorrow.
b. A week has seven days.
c. I will place my magic wand on you and you will turn into a pumpkin.

Directions: Draw a card. Read the sentence. Place it in the correct envelope FACT, FICTION, or OPINION. When you have placed all the cards, check yourself by looking at the answer on the back of each card.

Variations:
1. Only two parts could be used - Fact or Fiction - especially as a starter.
2. Propaganda could be added as a fourth section.

ARE YOU SURE?

Objective: Remember details; visual memory

Materials: File folder, large picture, envelope for storing cards, two library pockets, from 20 to 25 cards with true or false statements about the details of the picture.

Procedure: Mount picture on the inside of the folder on the right hand side. Paste envelope for storing cards on the left side. Mount the two library pockets on the back side of the folder. Write the directions on the folder. Color code the backs of the cards to match the correct pockets.

Directions: Look at the picture as long as you wish. Take the cards from the envelope and close the folder so that the back of the folder is facing up. Read each card and place it in the correct pocket. Do not look back at the picture. After all the cards have been placed, remove the cards, one pocket at a time, and turn them over to see if they match the color coding.

LONG AND SHORT OF "A"

Objective: To develop auditory discrimination of vowel sounds, long and short.

Materials: 8½" X 11" index, felt pen, clear contact paper.

Procedure: Prepare Task Cards similar to the example, using the other vowels. Cover each card with contact paper (or laminate) so that the students may write on the cards. Number each card so that the students may record which cards have been completed.

Directions: Say the word in box No. 1. Decide whether it has a short vowel sound or a long vowel sound. Find another word that has the same sound. Write the number of the word in the blank next to the numeral 1 with the felt pen. Move right to box No. 2; say the word: Does it have a long or short vowel sound? Find another word that has the same sound. Write its number in the blank next to the numeral 2. Continue filling in the blanks. Check your paper with the answers on the back of the card. Remove your answers before returning the card to the file.

SHIP AHOY!

Objective: Spelling: short and long vowels

Materials: Manila folder 9½" X 11", felt pens, pictures of objects to be spelled, acetate.

Procedure: Staple a manila folder together. Illustrate the folder. Cut a three-sided window around each picture in upper side of folder. Under each picture write the correct spellings. This will serve as a check for the child.

Directions: Write the name of the picture on the acetate. Be sure the numbers check with the word you are writing. After you have written the word, check your work by lifting each picture on the sail.

Variations: Vowel-consonant-silent e (VCE), vowels followed by r, vowel digraph, etc.

FLOWER WORDS

Objective: Practice consonant substitutions in making new words.

Materials: Construction paper flower with a large center on which the word ending "all" is written with a black felt pen, and eight petals on which the following consonants and digraph have been labeled: b, c, h, f, m, t, w, st.

Procedure: Enclose the flower along with sheets of lined paper in a large size envelope. Print the following directions on the outside of the envelope:

> "Write eight different words, changing consonants and using the same ending. See if you can make some other words."

Print the answers on the back of the card for self-checking.

Variation: Prepare other envelopes with different kinds of flowers, using other endings such as "ack", "ar", "im", "it", etc. and appropriate consonants and digraphs.

CHANGE OVER

Objective: To develop recognition of word parts using phonetic and visual elements.

Materials: Set of 3" X 5" cards with words on them (Example: dish, fish, wish; dig, fig, pig, wig, big; sip, dip; dill, fill, pill, sill, will, bill; fin, pin, sin, win, bin; fit, pit, sit, bit), and five cards which read "Change over."

Procedure: After shuffling cards, dealer passes five cards to each player. Remainder of deck is placed face down and top card is turned over and placed next to the deck. First player must match beginning or ending word parts. If player cannot match, he may play a "Change over" card. This card becomes a word of the player's choice. If player cannot play from his hand, he must draw from the deck until he can. Player says each word he plays. The first player who goes out is the winner.

Variations: A set of cards can be made for each of the long and short vowel sounds.

BUILD-A-WORD

Objective: Consonants in the initial position.

Materials: Milk cartons or berry baskets, yarn or tape to fasten cartons together, 40 or 50 small cards.

Procedure: Decorate and fasten containers together. Print several cards for each consonant of the alphabet. Print a word family on the side of the containers.

Key for possible word families

__at	__et	__ot	__ug	__it
__ad	__ed	__od	__un	__in
__an	__en	__op		

Directions: Tell children to look at the side of the boxes and find letters that will go with the side to make words. If two children are working, tell them to read their words to each other.

Variation: Ending consonants

TOSS-A-BLEND

Objective: Two letter blends.

Materials: Shallow box, twelve strips of 1" X 5" paper. (or plastic covers such as used on hair spray containers), three paper clips to toss, felt pens, paste.

Procedure: Cover and design box. Staple the ends of the strips of paper to form small circles that can be placed in the shallow box. Paste these circles so they will not move. (or glue plastic lids in box) In the center of each circle, print a blend. On the lid of the box print a list of key words for self check as follows:

sk	sw	cr	sp	gr
skin	sweater	crop	spell	gray
skull	swam	creek	spot	grip
skunk	sweep	crowd	spoon	grass
sketch	swap	crab	speak	grub

Toss-A-Blend (Continued)

Directions: Two or three players throw in turn. Players must sit two feet or more away from the game. He tosses the clip and says a word that begins with the blend in the circle where clip lands. If the word is on the key list of the lid, the player gets a point. Words cannot be repeated for points. If a clip lands in the green, player loses a turn. The first player to get 10 points wins.

Variations: Three-letter blends, short and long vowels.

"EA" HANG-UP

Objective: Recognition of digraph sound "ea".

Materials: Small covered box to hold cards, thirty small cards shaped like telephone receivers, tape, two pieces of tagboard 10" X 14", three paper brads.

Procedure: Hinge the two large pieces of tagboard so they will stand. Print the following rule on the gameboard approximately 1" below hinged edge:

> The vowel digraph ea has three sounds; long e, short e and long a. If the word is unfamiliar to you, try each of the three sounds. If you still cannot tell what the word is, you may need to use the dictionary. Place the receiver on the telephone with the right sound.

One-half ince below this draw three telephones equally spaced across the tagboard with an example word and the e marked with a diacritical mark. Insert a paper brad from the back of each telephone so that the two points may be used as a hook. Print ea words on the 30 small cards. Punch a hole on the top edge in the middle so that the card can be hung on the hook. Mark the back of the card with the correct sound of e for self check.

Directions: 1 or 2 may work with cards. The child looks at the word and digraph and pronounces it. He then hangs the card on the hook of the telephone that shows the correct sound. When all the cards have been placed, the child removes the cards, one hook at a time and checks the back to see if he has placed the cards on the correct hook.

Variations: Three sounds of suffix ed, long and short vowels.

PHUN

Objective: Sound of (ph) (intermediate).

Materials: Manila file folder, colored felt pens, contact paper if desired, marker to move over game path, one die.

Procedure: Draw game path in shape of a large ph. Brighten with drawings. Divide path into small squares and write a word from the list below or give "go back" instructions. Print directions in free space.

prophet	Stephen
pharmacy	phone
emphasis	telephone
photo	typhoid
alphabet	graph
physician	prophecy
Philadelphia	geography
phonics	philosophy
autograph	catastrophe
physics	phonograph
phrase	elephant
nephew	pheasant
alphabet	

Directions: Two - three players. Each player in turn rolls die and moves indicated number of spaces. He pronounces word. If correct, he remains in that space. If in error, he must return to his last space. First to cross the finish line is the winner.

Variations: Digraphs, diphthongs.

ALPHABET "CHECKERS"

Objective: To identify letters and produce the sounds of the letters.

Materials: Checkerboard, felt tip pen, number cube or spinner.

Procedure: Use commercial checkerboard for a strong, long-lasting base. Letter with felt pen.

Directions: Roll cube or spin spinner. Move number of spaces shown. If landing on black, person just stays. If landing on red, read letter and give one of its sounds. If player is able to do the above, he moves ahead an equal number of spaces. If he is not able, player stays. The first one finished is the winner. Game for 2 to 4 players.

WINDOW SHOPPING

Objective: Reinforcement of two letter blend sounds.

Materials: Tape, strips of tagboard 2" X 12", large piece of tagboard, felt pen, paints, covered box or large manila envelope.

Procedure: Draw and cut out a store front. Cut out a window 2" X 1½". Tape one small strip across the top and bottom of the window on the underside. This is to hold the word card in place. Print blend words on the long cards.

Directions: 1 or 2 children. Slide the long word cards into slot so that a word appears in the cut out window. Each takes a turn saying the words while the other child checks.

Variations: Word families, alphabet, vowels, beginning and ending sounds.

GRACEFUL DRAGON RACE

Objective: Recall of two letter blends in initial position.

Materials: Manila folder, felt pens, die (sugar cube or wooden cube) and disc for each player.

Procedure: Draw game path in small squares. Print a letter blend in each square. Use picture to brighten game path.

Directions: Each child rolls the die in turn (2 to 4 play). Move disc ahead as indicated by the number on the die. Student says the beginning sound and gives a word that begins with that sounds. If correct, he remains in the space, but if he is incorrect, he must stay where he was before the roll. Student to reach winner box first wins the game.

Variations: Three-letter blends both in initial and final position.

WHICH SOUND IS IT?

Objective: Review ch, sh digraphs

Materials: Manila folder, felt pens, 15 to 20 small cards 2" X 3", acetate, contact paper (clear).

Procedure: Design game board. Each player's writing space is covered by stapling acetate over the lines. The child may then write his response with water base felt pen directly on the acetate. Print sentences on the small cards leaving a space for a word with an sh or ch sound. Then print the correct word on the back of the card for self-check.

Directions: Two children may play. Small cards are mixed and placed on indicated space on gameboard, sentence side up. In turn each player takes his card and gives the word to complete the sentence. Player then writes it on a space on his side of the game. When all cards have been taken and words written, the cards are turned over and the spelling checked. Points are given for correct answers. Child with most points wins.

FEED THE PIG

Objective: Hard and soft G.

Materials: Tagboard to draw large pig, library pocket, 15 or 20 small cards, clear contact and colored felt pens.

Procedure: Draw large pig. Make a wide slot for the mouth. On the back place the library pocket so that when the word cards are put in the pig's mouth they will go into the pocket. Put another small pocket on the front to hold the small word cards and print the directions on it. Print the small cards using both hard and soft g words.

Directions: One or two children may work together. "I am a pig, and my name ends with a hard g. Put all the hard g words in me. Check the answers on the back of each card. Hard g words will have an H and should be in the pig. Soft g words will have an S and should not be in the pig."

Variation: Hard and soft C.

WHICH SWITCH?

Objective: Auditory discrimination with initial consonants.

Materials: Thirty-two small tagboard cards 2" X 3", list of rhyming words and words several of which begin the same, felt pens.

Procedure: Print the words from the lists on the small cards and design the backs to make a pack of playing cards.

Directions: Deal four cards to each player. The child seated to the left of the dealer plays one card, naming it. The next player must play a card that either rhymes or begins with the same letter. If he cannot do this, he must draw a card from the center pile and the next player tries. The first one to use all the cards in his hand wins.

Variations: Final blends, digraphs, diphthongs.

CONNECTIONS

Objective: Suffixes

Materials: Colored felt pens, covered box or large envelope; tagboard strips, 2½" X 6" colored or designed, tagboard strips 2" X 3".

Procedures: Print the following suffixes on the larger tagboard strips, one per card; use second half of card.

able	ment
dom	ly
less	est
ness	ful
er	

Then print the following root words on the smaller cards, one per card:

peace	frank	love
free	slow	care
rough	smart	live
strong	agree	sad
fear	wise	warm
rest	dull	enjoy

Color code the backs by placing the same color on the root word card and the suffix card or cards that go together.

Directions: Place suffix cards in a row. Stack the root word cards in a pile. Each child, in turn, draws a card from the root words and matches it with a suffix. He then pronounces the word. He turns both cards over to see that they have the same color on the back. If he has formed a correct word, he keeps the root card and scores a point. The child who forms the most words correctly wins the game.

HANG THE CLOTHES ON THE LINE

Objective: To duplicate a pattern as indicated on a task card.

Materials: Clothes line, clothes pins, cut out clothes of various colors, task cards showing various arrangements of clothes.

Hang the Clothes on the Line (Continued)

Procedure: Student takes a task card and pins the clothes on the line according to the patterns on the card. (direct matching). Student duplicates the pattern on card and decides what comes next. Student arranges clothes using color words and numerals.

LET'S MAKE A CONTRACT

Objective: Contraction review

Materials: Word cards (like playing cards) that can be used in forming contractions. Chart of contractions.

Procedure: Deal five cards to each player. (3 or more players) First player pairs as many words to make contractions as possible from the cards he was dealt. When he finishes he may try to "contract" (ask) for a card from another player that will make a contraction. If he is successful his turn continues. If not, he must fish one card from the deck and the next player begins his turn. The first player to use all of the cards in his hand is the winner. The chart of contractions is used to check contractions as he makes them. (He may say his two words and then say the matching contraction on the chart.)

*Teacher must play game with first group of pupils.

COMPOUND CLIP

Objective: To learn compound words

Materials: Tongue depressors, spray paint, clothespins, cans to hold tongue depressors.

Procedure: Spray paint the tongue depressors with two colors. Use one color for the first part of the compound word and the contrasting color for the second half of the word. Print the words on the tongue depressors after the paint has dried, with permanent felt-tipped pen. As the pupil matches the two colors to make a compound word he clips them together with a clothespin. A list of the compound words used could be typed and pasted in the bottom of the lid of the box for self-checking.

Variations: Use the tongue depressors in the same way to teach rhyming words, opposites, homonyms, synonyms or contractions.

FEED THE HIPPOPOTAMUS

Objective: Reinforcement of syllable recognition

Materials: Large tagboard for drawing, felt pens, 2" X 2" tagboard cards, Library pocket, envelope.

Procedure: Draw a picture of a hippopotamus 12" tall. Cut a slot for the mouth. Place library pocket on the back so that cards will slip into it when slipped through slot. Cut slots in which to insert directions so that the hippo may be used with different activities. Write the words on the small cards. Put an answer key on the back.

letter	place
children	each
chart	interviewer-4
spelling	frighteningly-4
arithmetic-4	unfaithfulness-4
unreported-4	education-4
wonderful	disorderly-4
	vegetable-4

(You may want to use two or three syllable words.)

Directions: 2 children may play. Insert directions in slots such as: "Place all the words with 4 syllables in my mouth. Check your answers on the back."

Variation: Hard and soft g, s, and c.

COME UP WITH COMPOUNDS

Objective: Creating compound words

Materials: 12" X 15" sheet of tagboard, 12 illustrations of words forming compound words, 24 cards with parts of the compound words printed on them, 1 small card pocket holder or small box, felt pens.

Procedure: Place two pictures together so that the names of each when put together will form a compound word. Make 12 rows of these combinations. Print each half of these compound words on a small card and place corresponding picture number on back of each half. If a pocket is used, paste it on the lower right-hand corner.

Come Up With Compounds (Continued)

Directions: 1 or 2 children. Look at the picture in each row. Say the name of each picture to see if you can create a compound word. Find two small cards that will form that word. Turn the cards over to see if all the numbers match.

WHY A DASH?

Objective: Syllable check

Materials: 7" X 14" manila tagboard, colored marker, acetate or clear contact paper.

Procedure: Rule 7" X 14" manila tagboard vertically into columns 2", 8", 2", 2" wide and makes lines 3/4" apart horizontally. The last 2" column will fold forward over the third column which is 2" like the last column. Print the words on the board in the first column and leave the next one blank. Cover this 8" section with a sheet of acetate or contact paper as the children will write here. Print the answers and correct rule number in the third column and then fold the last one forward to cover the answers. Print rules on separate small cards and attach to board on cover side of answer key. Rule No. 1-A - Compound word is divided between the words that make the compound word. Rule No. 2 - When a word has a suffix, it is divided between the root and the suffix. Rule No. 3 - When a word has a prefix, it is divided between the prefix and the root word.

Directions: Study rules. Look at the words and divide them into syllables on the acetate sheet. What rule did you use? Place rule number by the word. When you finish, check by lifting side flap.

SEARCH FOR ENDINGS

Objective: Recognition of inflectional endings

Materials: 12" X 15" sheet of tagboard, 25 words with inflectional endings, (s, es, ed, ing, er, est), black water base felt pen, acetate or clear contact paper.

Search for Endings (Continued)

Procedure: Print words on the tagboard in two or three columns. Decorate and then cover with clear contact paper or acetate.

Directions: One child will work alone. Work by circling the endings. Then look on the back to see if you completed all correctly.

Variations: Prefix and suffix words

PREFIX FLOWER

Objective: Matching root word with the prefix.

Materials: Tagboard (preferably colored), felt tip pens, yarn, contact paper (clear).

Procedure: Make two boards - cut pieces of tagboard 15" X 20". Measure three inches off the top for title. From the center of this 15" X 17" rectangle, draw a 10" circle. Divide the circle into 12 or 16 sections, and print the desired prefix in each section. Print title across the top and decorate board, if desired. Cover the board with clear contact paper. With a large needle and colored yarn, go around the edge of the circle to form loops for the petals to fit in. Cut the petals from contrasting colored tag, print the root words on the petals. Paste an envelope on the back of the board to store petals and answer key.

Directions: Place the board on a table or desk; remove the petals from the pocket on the back. Using a timer, see how many words the player can make in a minute. Check with the answer key.

Variations: May be used for suffixes or compound words.

SYLLABICATION SHAPE-UP

Objective: Syllabication

Materials: Small covered box, tagboard 10" X 14", 25 to 30 small cards cut into shapes of hexagon, triangle, square, rectangle, and circle, colored felt pens.

Syllabication Shape-Up (Continued)

Procedure: One top and bottom of 14" sides make the figures of hexagon, triangle, square, rectangle, and circle; cut several sets of cards the same size as the figures drawn on the board. On one side of the cards print a word. On the opposite side print the same word but have it divided into syllables and show the numeral for the number of syllables.

Directions: 2 players. Mix cards up and place them on the board. Be sure the side with the numeral is down. Each child takes a turn to draw a card. He must be able to say the word and tell the number of syllables it has. He checks by turning the card over. If he is right, he puts the card on the board over the correct shape. If he has already covered the shape, he sets the card aside. If he misses he returns shape to bottom of pile. The first child to cover all figures on his side of board wins.

COMIC BINGO

Objective: Understanding contractions.

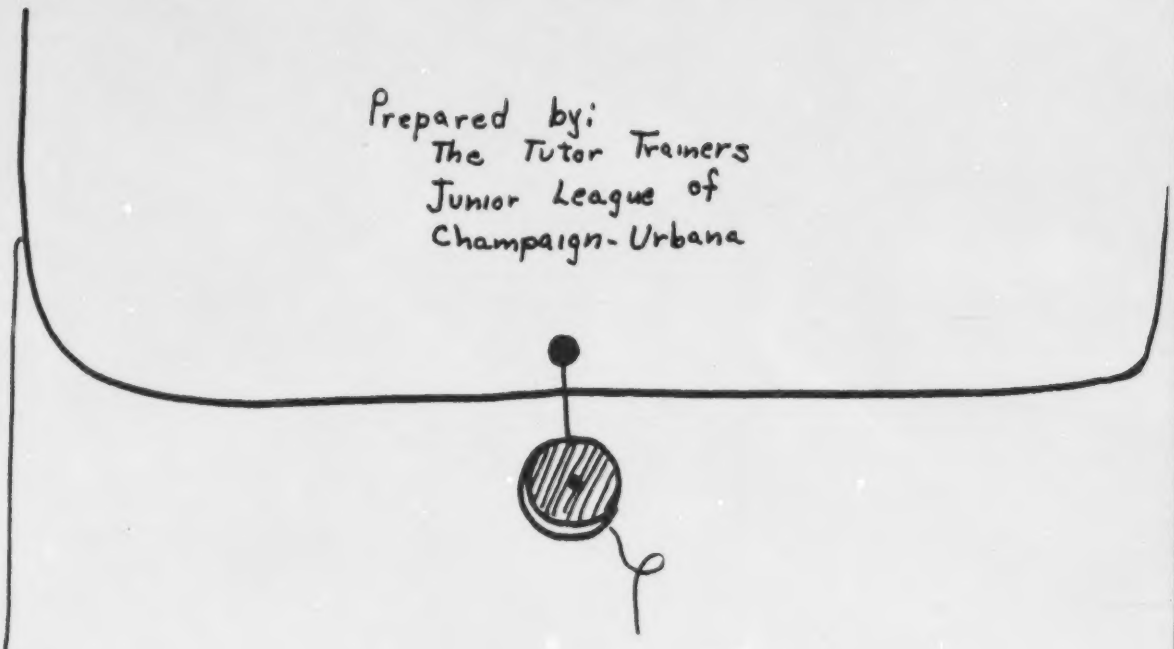
Materials: Small box to hold cards (covered), 8 cards 9" X 11", 52 small cards, felt pen.

Procedure: Divide the 9" X 11" cards into squares 1½" X 1½". The top row of squares will be colored in and the center will have the name of the game. Print the contractions to be used on the 8 cards. All cards can be alike. Next, print the full form of these contractions on the small cards. Make two of each.

Directions: 2 to 8 children may play. The 52 small cards are mixed and placed in a stack. Each child draws a card in turn, says the contraction and places the small card over the correct square on his card. If the card can't be used it is returned to the bottom of the pile. The first child to cover a row across, down or the four corners wins the game.

Variations: Antonyms and synonyms.

Prepared by:
The Tutor Trainers
Junior League of
Champaign-Urbana



ITEM: a game packet

TO: Champaign Unit 4 Tutors

81

(1)

Tutor Trainers
Champaign, Illinois

Dear Tutors,

I think all of us would agree on the need for reading games as reinforcement on a daily basis. Children love to play games; they are self-motivating. Then why did we write this letter? Why spend time designing and making your own reading games? There are mountains of professionally manufactured games for every conceivable reading problem. It takes time, effort, and creativity to "do it yourself." My time could be put to better use, right?"

"Wrong!" I say. My opinion is based on two thoughts. First, most children with reading problems also have personal problems. The tutor has a chance to improve the child's image of himself and to prove to him that he is a worthwhile human being. What better way than a game designed for him and his particular reading problem... made by you.

Second, I question the belief that it takes less time to use a commercially prepared game than to make your own. To pick a game that is exactly right for one child and his specific problem is hard work and time consuming. You must preview quite a few games and then usually end up with something that "will do." This often means does too much or not enough.

It is my firm belief that ALL of us are naturally creative human beings. Somewhere along the way many of you have been told otherwise. So, you've directed your energies elsewhere. Being creative is mainly a way of relating your thinking so that ideas flow... no matter how ridiculous or unconventional. Then put them into a useful form. Look at everything about you and think of all the possibilities. Now Create!

Sincerely,
Agnes for the Trainers

(2)

you might use this list as a guide when designing a game...

MATERIALS

List everything that will be used to play the game...
(eg., dice, board, buttons, etc.)

●

GETTING READY to play

What do you need for the student to know before he plays the game?...
(eg., purpose, goals, foundations, skills, ~~etc.~~)

● ●

PLAYING

Make sure that you state in a simple logical manner the way the game is played...

● ● ●

WINNING

Not only should the student know how to win the game... but also he should be able to see how much of the assigned skill he has acquired.

● ● ● ●

TIMING

Make sure there is a time limit. It should be long enough so the student can learn, but short enough so that he leaves the game wanting to play again...

● ● ● ● ●

FLEXIBILITY

Keep your basic idea simple. Then think of ways you can make it more difficult, use it for a different purpose, add penalties, "non-" or "self-competition," Etc., Etc., Etc...

● ● ● ● ● ●

or as a check after the game is completed... 83

SOURCES

"Literature"

T.V. Guide, Phone Book
School Menu
Crafts Books
Cereal Boxes
Comics · Catalogue
Road MAPS

COOKBOOKS
old WORK BOOKS
Greeting CARDS
RECORD JACKETS
POSTERS
BUTTONS

Magazines: pictures from, Sesame street, the electric company, Comic Books

SHEET MUSIC

World ALMANAC

Use what you have... take what you can get... and make what you need!

Community Helpers:

McDonalds (Puzzles maps)
Pizza Hut (Boards for wheels)
Burger King (hand puppets)
Red Wheels (crayons)
Youth Fit (comic Books) Balloons
Howard Johnsons
Ponderosa (carryout Box)
Chamber of commerce

Baskin Robbins (Ice cream Box)

Inexpensive things: T.V. Shows:

The Electric Co.
Sesame Street
ZOOM!

Equipment:

BLANK TAGS & LABELS
egg cartons

Typewriter, Dymolabler
stamp & PAD, sten

From which to

BEG BORROW and STEAL

Games:

Dominos, CARDS, jigsaw Puzzles
Crossword Puzzles
SCRABBLE

84

• GAMES • GAMES • GAMES • GAMES •

• GAMES • GAMES • GAMES • GAMES • GAMES • GAMES • GAMES •

Pick a game that will teach your subject best!

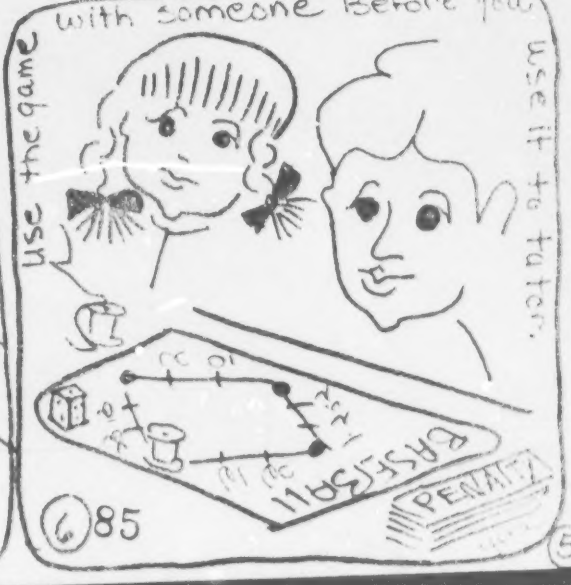
1

2

3

4

5



6 85

KITS II TTS

Board Game Kit

1 game board
1 set question cards
Tokens, die, baggie to store them in
1 set opportunity cards

Tips: 1. use smile FACES to simplify opportunity CARDS
= Go ahead 1 space
= Go ahead 2 spaces
= BACK 3 SPACES
2. Five groups of color question CARDS (yellow, blue, green, orange, pink.)
3. The result of an opportunity CARD is not subject to a question.
4. An exact number needs to be thrown to finish the game.
5. Keep your game board small and easy to store... a MANILA Folder!
6. Write the ANSWERS on the corner OF the question CARD so THAT students CAN use them.
7.
8.

Card Game Kit

1 PACK of index CARDS (cut in half)
MAGAZINE PICTURES and a marker to write or draw

Tips: 1. The number of cards you use is up to you. We suggest no less than 20.
2. Students can match pairs of Look Alikes or Sound Alikes.
3. All CARDS CAN be dealt out or part dealt and part left to draw from.
4.
5.

Letter Game Kit

4 sets of Alphabets cut in 1"x1" sq.
MANILA envelope to hold these

Tips: 1. One Letter per square CAN be done but groups of Letters might be used.
2. CAN be used Like scrabble or ANOGRAMS.
3. A die might be used to decide turns or the number of Letters to be taken.
4.
5.

Domino Game Kit

1 set of index CARDS cut rectangular (about 1" x 3")
a MARKER to divide these rectangles in HALF

Tips: 1. use domino rules or VARY to your use.
2. You CAN use SHAPES, colors, words, letters, etc.
3. Mix & MATCH
4.

spaces have been left For you to add your own Tips... ones we've omitted!

Following are 4 mini-evaluation forms for your use. These will aid us in determining how the program is working. Please fill out a postcard every 2 months and send it to us. If you have additional comments that won't fit on the cards, send them separately . . . we want to hear from you!

Name_____ June, 197__

School_____ Telephone No. _____

Did you enjoy your tutoring experience? ____ What aspects did you enjoy most and least?

Did you notice any improvement in the child's performance?

_____

In what areas were you most helpful to the teacher?

How do you feel our services to the school can be improved?

Are you interested in tutoring next year? Yes____ No ____

81

Name_____ February, 197__

School _____ Telephone No. _____

Briefly describe what you're currently doing as a tutor:

Do you feel comfortable in your school situation?

Would you like additional help? Yes_____ No _____

Someone will contact you if you desire additional help.

87

Name_____ April, 197__

School_____ Telephone No. _____

Briefly describe what you're currently doing as a tutor:

Do you feel comfortable in your school situation?

Would you like additional help? Yes_____ No _____

Someone will contact you if you desire additional help.

Name_____ December, 197__

School _____ Telephone No. _____

Briefly describe what you're currently doing as a tutor:

Do you feel comfortable in your school situation?

Would you like additional help? Yes _____ No_____

Someone will contact you if you desire additional help.

88

GLOSSARY OF READING TERMS

BASAL READER - A reading book designed for a specific grade level. These usually contain material designed to enhance specific skills such as word attack, vocabulary and comprehension. Basal readers are often referred to as reading texts.

A specific set of books are used. They are the central focus for the teaching skills necessary to learn to read.

BASIC SIGHT WORD - Normally, it is one of the 220 words from the Dolch Basic Sight Vocabulary. They are words, exclusive of nouns, which are most frequently used in the reading books of the primary grades. There are other lists of words which are referred to sometimes as basic sight words, but the most commonly accepted list is the Dolch list*.

BLEND - Combinations of two or three letters blended together into sounds while retaining the sounds of the individual letters: e. g., cr in crayon and pl in plate.

CONFIGURATION CLUES - Shapes, forms and combinations of letters.

CONSONANT - All the letters of the alphabet except the vowels. There are 21.

CONSONANT BLENDS - Combinations of two or three consonants such as "br", "gr", and "str", blended in such a way that each letter in the blend keeps its own identity.

CONTEXT - Parts of a written or spoken message that precede and/or follow a specific passage, usually influential in its meaning.

DECODE - The way a word is broken into sounds in order to say it.

DIAGNOSIS - A careful investigation of a problem carried out by an individual to determine a proper sequence of remediation.

DIGRAPH - Written or printed symbol made up of two letters representing one speech sound. Digraphs are of two kinds - consonant digraphs such as th, ng, and ck and vowel diphthongs such as ei, ie, ea, and ay.

---

*Edward W. Dolch, Methods in Reading, (Champaign, Illinois: The Garrard Publishing Company, 1955) pp. 373 to 374

DIPHTHONG - Printed symbol representing two vowels so nearly blended that they almost produce a single speech sound such as oy, ou, and ew.

EXPERIENCE CHART - Refers to a written record of an experience a class has had, is having, or is intending to have. An experience chart is planned by the pupils and the teacher and is usually recorded by the teacher. It can be done by an individual.

FRUSTRATION LEVEL - The child cannot function adequately. The child often shows signs of tension and discomfort. Vocalization is often present. Comprehension averages 50 percent or less, and word recognition averages 90 percent or less.

INDIVIDUALIZED PROGRAM - This method is often highly structured, though the student has the chance to select his materials and move at his own pace.

INSTRUCTIONAL READING LEVEL - The child can function adequately with teacher guidance and yet be challenged to stimulate his reading growth. Comprehension should average 75 percent and word recognition should average 95 percent.

KINESTHETIC METHOD - The senses of touch, hearing, and seeing are used to teach reading. The approach usually involves tracing over words with the index and middle finger while sounding the part being traced.

LANGUAGE EXPERIENCE APPROACH - The teacher takes a child's thoughts and words as a starting point. From these he teaches the child to write and to read.

LINGUISTIC - Using words and sentences that the child brings with him, the teacher teaches reading skills.

MULTI-LEVEL - Individualized reading levels are used for each child.

PHONETIC ANALYSIS - Consists of learning the sounds represented by each letter or combination of letters.

PHONICS - Letter-sound relationships are applied to the teaching of reading, usually in a sequence similar to the following: learning of consonant sounds; initial, final, and middle in that order; and then the learning of consonant blends, vowel sounds, vowel rules, and rules concerning the various sounds of g, c, and x.

PROGRAMMED INSTRUCTION - Individualized instruction is attaine through the use of a programmed teaching machine or programmed materials. It is highly structured.

REMEDIAL - A program of instruction used outside the regular classroom to teach specific developmental reading skills to underachievers.

SIGHT WORD - Any word that a reader has seen enough times in the past to enable him to recognize it instantly is a sight word. It should not be confused with Basic Sight Words.

STRUCTURAL ANALYSIS - An individual's analysis of words through the study of roots, prefixes, suffixes, word beginnings, word endings, possessives, plurals, word families, compound words, accent rules, and syllabication rules. Many authors disagree as to whether word families and syllabication rules come under the heading of phonics or structural analysis.

VOWELS - The letters a, e, i, o, and u. Each word and each syllable in a word must contain one or more vowels.

WORD ANALYSIS SKILL - This skill involves the ability to derive the pronunciation and/or meaning of a word through phonics, structural analysis, or context clues.

WORD RECOGNITION SKILL - A reader's ability to read a word which he has come into contact with previously. It may be through a process of associating it with its context, its configuration, or any other means that enables him to recognize a word.

A BIBLIOGRAPHY OF HIGH-INTEREST, LOW-VOCABULARY MATERIALS FOR RELUCTANT READERS

Some criteria for High-Interest, Low-Vocabulary books. You'll want to add more ideas of your own to this list.

A. Format

1. Bright, eye-catching cover
2. Must not look like a picture book
3. Larger than normal print
4. Larger than normal line spacing
5. Not too much print to a page
6. Generously illustrated
7. Slender in size

B. Content

1. Subject interesting to children

riddles	monsters
scary books	cars
mysteries	jokes
dinosaurs	World War II.
science fiction	cartoons
funny books	football and other sports
cookbooks	animals, especially horses
	seasonal interests

C. Vocabulary

1. Reading level lower than normally expected for the child's grade level and age.

SCIENCE

Branley, Franklin. A Book of Mars for You. Crowell, 1968. And other Branley science titles.

Crosby, Alexander. Junior Science Book of Beavers. Garrard, 1960. And other "Junior Science" books.

Hornblow, Leonora. Fish Do the Strangest Things. Random, 1966. And other "Step-Up" nature books.

Podendorf, Illa. Magnets and Electricity. Children's Press, 1961. And other "True Book" series books.

Showers, Paul. What Happens to a Hamburger. Crowell, 1970. And other "Let's Read and Find-Out" books.

SPORTS

Christopher, Matt. Johnny Longlegs. Little, Brown, 1970. And other Christopher sports books.

Jackson, Robert B. Sports Cars. Walck, 1963. And other sports books by Robert Jackson.*

Sullivan, George. Pass to Win. Garrard, 1968. And other "Garrard Sports Library" books.*

Jackson, Robert. Joe Namath, Superstar. Walck. And other sports biographies by Robert Jackson.*

Radlauer, Edward. Minibike Challenge. Elk Grove Press, Inc., 1970. And other "Challenge" books in the "Rally" series.*

Radlauer, Edward. The Mighty Midgets. Bowmar, 1963. And other of the Bowmar "Reading Incentive" program with accompanying sound filmstrips.*+

Rudeen, Kenneth. Wilt Chamberlain. Crowell, 1970. And other Crowell sports biographies.*

MISCELLANEOUS

Cerf, Bennett. Bennett Cerf's Book of Riddles. Random, 1960. And other riddle and joke books by Cerf.+

Colby, C. B. Fighting Gear of World War II. Coward McCann, 1961. And all other Colby books.*

BOOKS FOR OLDER READERS

Cone, Molly. Simon. Houghton Mifflin, 1970. Also, Annie, Annie and You Can't Make Me if I Don't Want To.

Conroy, Robert. The Battle of Bataan. Macmillan, 1969. And other "Battle" books.

Guiness Book of World Records. Sterling, 1955. Book for older, severely handicapped readers.

Ripley's Believe It or Not. Simon and Schuster, 1954.

Rey, H. A. Curicus George. Houghton Mifflin, 1941.

Seuss, Dr. The Cat in the Hat. Random House, 1957. And other Dr. Seuss stories.

Woessner, Nina. With It. Allyn and Bacon, 1971. And other "Breakthrough" books.

FICTION

Anderson, C. W. Billy and Blaze. Macmillan, 1938. And other "Billy and Blaze" books.+

Bernstain, Stan and Jan. The Bears' Vacation. Random, 1968. And other Bernstain "Beginner" books.

Bishop, Claire. The 5 Chinese Brothers. Coward-McCann, 1938.+

Bonsall, Crosby. The Case of the Hungry Stranger. Harper and Row, 1963. And other Bonsall "I Can Read" books.

Child Study Association of America. Brothers and Sisters are Like That. Child Study Association of America, 1971. And other Child Study Association books.

Dolch, Edward and Marguerite. "Why" Stories. Garrard, 1958. And other Dolch true stories.+

Kessler, Leonard Kick, Pass and Run. Harper and Row, 1966. And other Kessler "I Can Read" books.

Lawrence, James. Binky Brothers, Detectives. Harper and Row, 1968. And other Lawrence "I Can Read" mysteries.

Lord, Beman. The Day the Spaceship Landed. Walck, 1967. And The Spaceship Returns.

Parrish, Peggy. Key to the Treasure. Macmillan, 1966. And Clues in the Woods.

94

Miscellaneous (Continued)

Kettlekamp, Larry. Haunted Houses. Morrow, 1969. Also Kettlekamp's Sixth Sense.*

Kettlekamp, Larry. Spooky Magic. Morrow, 1955.

Leach, Maria. Noodles, Nitwits and Numskulls. World, 1961.* Also Leach's Thing at the Foot of the Bed.

Lopshire, Robert. How to Make Flibbers, Etc. Random House, 1964.

Lopshire, Robert. Its Magic. Macmillan, 1969.+

Patterson, Lillie. Halloween. Garrard, 1963. And other Garrard "Holiday" books.+

Parish, Peggy. Let's Be Indians. Harper and Row, 1962. And other Peggy Parish craft books.

Schulz, Charles. Peanuts Classics. Holt, Rinehart and Winston, 1970.*+

BIOGRAPHIES

Adoff, Arnold. Malcolm X. Crowell, 1970. And other Crowell biographies.*

deKay, James T. Meet Martin Luther King, Jr. Random House, 1969. And other "Step-Up" books.

Graves, Charles P. A World Explorer, John Smith. Garrard, 1965. And other "World Explorer Books".*

Groh, Lynn. P. T. Barnum: King of the Circus. Garrard, 1966. And other "Discovery Books".

Hunter, Edith Fisher. Child of the Silent Night. Houghton Mifflin, 1963.

McGovern, Ann. Runaway Slave: The Story of Harriet Tubman. Four Winds, 1965.

Patterson, Betty. I Reached for the Sky. Children's Press, 1970. And other "Open Door Books".*

Syme, Ronald. Cartier: Finder of the St. Lawrence. William Morrow, 1958. And other Ronald Syme books.*

Fiction (Continued)

Schulz, Charles. It Was A Short Summer, Charlie Brown. World, 1970. And other Peanuts books.*+

Sobol, Donald. Encyclopedia Brown, Boy Detective. Nelson, 1963. And other "Encyclopedia Brown" books.*

Warner, Gertrude. Boxcar Children. Whitman, 1950. And other Warner mysteries.

Wooley, Catherine. Ginnie and Geneva. Morrow, 1948. And other "Ginnie" books.

+ - Also good for older, severely handicapped readers

* - Also appeals to secondary students

REFERENCES

Champaign Community School District, Reading: The Champaign Approach, March, 1973

DeBoer, John and Dalman, Martha, The Teaching of Reading, 3rd edition. New York: Holt, Rinehart and Winston, 1970

Dunn, Hope W., The Art of Teaching Reading: A Language and Self-Concept Approach, Columbus, Ohio: Charles E. Merrill Publishing Co., 1972

Horner, P. H., Reading, London: Heinemann Educational Books, Ltd., 1972

Logan, Logan, Patterson, Creative Communication, McGraw-Hill Ryerson Ltd.

Mager, Robert F., Preparing Instructional Objectives, Belmont, California: Fearon Publishers/Lear Siegler, Inc., Educational Division, 1962

Melnik, Amelia and Merritt, John, ed. The Reading Curriculum, London: Univ. of London Press, Ltd., 1972

Office of Supt. Of Public Instruction, The Language Experience Approach to Teach Reading, State of Illinois, 1973

Random House, The Writing Bug

Spache, George D. and Evelyn B., Reading in the Elementary School, 3rd edition, Boston: Allyn and Bacon, Inc., 1973

Van Allen, Roach and Claryce, Language Experiences in Reading, Encyclopedia Britannica Educational Corp., Vol. I, II, and III.

Special Reference to materials
originally published by . . .

The Right to Read Effort
National Reading Center
1776 Massachusetts Ave., N. W.
Washington, D. C., 20036

The California Reading Assn.
3400 Irvine Ave., Suite 211
Newport Beach, Calif., 92660

RECOMMENDED RESOURCES FOR READING ACTIVITIES

Ekwall, Eldon E., Locating and Correcting Reading Difficulties, Columbus, Ohio: Charles E. Merrill Publishing Co., 1970

Kohl, Herbert., Reading, How to, New York: E. P. Dutton and Co., 1973

Spache, Evelyn B., Reading Activities for Child Involvement, Boston: Allyn and Bacon., 1972

Spice, Educational Services, Inc., P. O. Box 219, Stevensville, Michigan 49127

fingertip guide

1. School phone

2. Principal

3. Secretary

4. Time of tutoring sessions

child	child
teacher	teacher

5. School times

opens:	closes:

6. Lunch hour

7. Conference times